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AUTHOR Lucas, John A.
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ABSTRACT

To evaluate the preparation provided by William Rainey Harper College (WRHC) to students planning to transfer to a baccalaureate program, a follow-up study of transfer-oriented students was conducted in 1980. All 429 transfer-oriented students who accumulated 48 or more semester hours during the 1978-79 academic year were surveyed, and data were gathered from senior institutions since May 1978. Responses from the 1978-79 alumni were also compared to those of previous years' alumni. The results of the study, based on a 75.5% response rate, included the following: (1) 35% of the respondents remained at WRHC for a third year; (2) 1979 alumni needed to travel further and to seek more assistance in finding jobs than earlier alumni, but had higher average salaries; (3) 77% of the respondents were enrolled at other colleges in March 1980; (4) the alumni successfully transferred 91% of their WRHC credits; (5) WRHC transfers performed slightly better than other community college transfers and as well as four-year college transfers and native students, except at the University of Illinois, Champaign; (6) areas rated highest at WRHC by 1979 alumni were teaching, course selection, tutoring/study skills, and the Learning Resource Center; (7) areas rated lowest were intramurals, learning atmosphere, student activities and athletics; and (8) General Business and Speech courses were rated as most beneficial. Data tables compose the bulk of the report, and the questionnaire is appended. (KL)

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FOLLOW-UP STUDY OF 1979 HARPER TRANSFER ALUMNI.
Volume 11, Number 9.

John A. Lucas

William Rainey Harper College
Palatine, Illinois
Office of Planning and Research

JC 810 598

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ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO FOLLOW UP TRANSFER ORIENTED STUDENTS ONE YEAR AFTER THEY HAD ACCUMULATED AT LEAST 48 SEMESTER HOURS OF CREDIT AT HARPER COLLEGE. ALL 429 ALUMNI MEETING THESE CRITERIA WERE MAILED A SURVEY FORM ASKING ABOUT THEIR CURRENT STATUS, THEIR EVALUATION OF HARPER AND THEIR ACTIVITY PATTERN WHILE AT HARPER. AFTER FOLLOW-UP PROCEDURES WERE COMPLETED, A 76 PERCENT RESPONSE RATE WAS ATTAINED. DATA ON HARPER TRANSFER STUDENTS NOW ATTENDING FOUR-YEAR COLLEGES WAS ALSO ANALYZED.

THE RESULTS OF THIS STUDY SHOWED THAT THE PORTION OF ALUMNI REMAINING AT HARPER FOR A THIRD YEAR OR MORE CONTINUES TO GROW AT A SUBSTANTIAL RATE REACHING 35 PERCENT AMONG THE 1979 ALUMNI CLASS. FURTHERMORE, OVER 60 PERCENT OF THE ALUMNI REMAINING AT HARPER ALREADY HAVE AN ASSOCIATE DEGREE. ONE YEAR AFTER LEAVING HARPER 77 PERCENT OF THE 1979 TRANSFER ALUMNI ARE ENROLLED IN OTHER COLLEGES. OTHER STUDIES INDICATE THAT LEAST ANOTHER 10 PERCENT WILL TRANSFER IN THE NEXT FOUR YEARS. NEARLY 65 PERCENT OF THE 1979 ALUMNI WHO LEFT HARPER REMAINED IN A FIELD EITHER IDENTICAL OR CLOSELY RELATED TO THEIR MAJOR AT HARPER, FAR SURPASSING PREVIOUS ALUMNI CLASSES.

IN CONTRAST TO PREVIOUS CLASSES FEWER 1979 ALUMNI WERE EMPLOYED FOR FEWER HOURS WHILE AT HARPER AND FEWER FOUND PERMANENT EMPLOYMENT AFTER LEAVING THE COLLEGE. MOREOVER, THOSE WHO DID FIND EMPLOYMENT TRAVELED FURTHER AWAY FROM HARPER'S DISTRICT AND WERE MORE APT TO NEED HELP IN FINDING A JOB THAN ALUMNI OF PREVIOUS YEARS. IT APPEARS THERE IS A TREND OF STUDENTS USING THE LEARNING RESOURCES CENTER LESS AND COMPUTER APPLICATIONS MORE.

IN GENERAL, TRANSFERRING HARPER STUDENTS ACHIEVE SLIGHTLY BETTER GRADES THAN OTHER COMMUNITY COLLEGE TRANSFERS AND ABOUT THE SAME LEVEL AS NATIVE STUDENTS EXCEPT AT THE UNIVERSITY OF ILLINOIS, CHAMPAIGN.

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Purpose

The purpose of this study was to follow up all transfer oriented students one year after they had accumulated at least 48 semester hours of credit at Harper College. The study also examined transfer student data sent to Harper by the senior colleges and universities. This research project was designed to help evaluate how well Harper prepares its students to transfer into baccalaureate degree programs at a number of colleges and universities.

Population Surveyed

All 429 transfer oriented students who accumulated 48 or more semester hours during the 1978-1979 academic year were surveyed. After follow-up procedures were completed, the return rates achieved were:

	Number	Percent
Mail responses	214	49.9
Responses received over the phone	110	25.6
Total number of responses	324	75.5
Non-forwardable	20	4.7
Couldn't be reached by phone	85	19.8
Total	429	100.0

In addition all transfer data sent to Harper from senior institutions from May 1978 to present was analyzed and included in this study.

Method Used

The survey form, shown in the appendix, was developed by the Office of Planning and Institutional Research in 1969 and modified over the years using input from Vice Presidents, Deans and Directors. This instrument requests students' current status, evaluation of Harper, and activity pattern while at Harper. This instrument and the cover letter were mailed to the target population one year after they had accumulated 48 hours at Harper. Three weeks later a postcard reminder was sent to the non-respondents. After another three weeks, those still not responding were surveyed over the telephone. This study was conducted every year in the early history of Harper, but since 1975 it has been conducted every other year. Data from the 1979 alumni study is compared with data from the past surveys.

Discussion of Results

The percentage of the transfer alumni (those who accumulate 48 or more hours at Harper in baccalaureate oriented programs) who remain at Harper continues to climb. In 1973 only five percent remained, but that has risen dramatically to 35 percent

of the 1979 transfer alumni. This trend is supported by general enrollment trends which show growing percentages of students returning for additional semesters. Among those who leave Harper, one finds that 72 percent are enrolled full-time in another college and another five percent are enrolled part-time. These percentages have remained fairly constant over the years. Among those alumni who left, some 64½ percent remained in a field either identical or closely related to their major at Harper. This is considerably higher than the percentage attained by previous alumni classes. Another change is that there are fewer 1979 alumni employed full-time who are not enrolled in college. A little less than four percent of the 1979 alumni who left are unemployed and not enrolled in college and this represents one of the highest unemployment rates among former alumni classes. Finally, three-fourths of the 1979 alumni who left Harper achieved an associate degree first. This is the highest level of achievement of degrees among all former alumni classes.

Even more amazing is the fact that among the 1979 alumni who remained at Harper for a third year or more, 61 percent had already achieved an associate degree at Harper. The previous high had been 29 percent in the 1975 alumni class. Thus this achievement by the alumni remaining at Harper is a quantum leap from the past. About a third of the 1979 alumni remaining are full-time students, the highest percentage since 1973. Also among 1979 alumni who have returned, fewer are employed while attending classes than in any class year since 1973. All these effects probably relate to inflation and the beginning of the recession in 1980.

In examining the 1979 alumni who were employed, several trends emerge. Skill levels and job relatedness levels increased and are now more in line with the levels experienced by earlier alumni classes. Average salaries of the 1979 alumni rose to $14,500, $2,700 above the 1977 class figure. Mobility patterns for job locations have also changed as the 1979 alumni traveled farther away to find jobs. Only 33 percent of the employed 1979 alumni found jobs in Harper's district as compared to 50 to 60 percent of past alumni classes. The 1979 alumni were also less likely to find jobs on their own and were more apt to rely on friends and relatives and newspaper job ads. These alumni reported that Harper best prepared them for their jobs by improving their maturity and their communication skills. These alumni also indicated that Harper's preparation was better in maturity, communication and managerial skills than it had been for earlier alumni classes.

Among 1979 alumni who left Harper to transfer to a new institution, the distribution of colleges attended is much the same as in past years. Ten percent of the alumni class transferred to Illinois State, and about one-fourth attend Northern Illinois University. Harper College accounts for 13 percent of all community college transfers at Northern Illinois, second only to College of DuPage. The only change from past years is that a high percentage of the 1979 alumni transferred to Eastern Illinois University.

Among the major fields at the senior institutions, Business, Engineering and the medical areas continue to grow in enrollments. On the other hand there are fewer students enrolled now in education programs despite the pleas that the nation faces a shortage of teachers in 1985. There were also fewer 1979 alumni enrolled in Social Science fields, but recent enrollment trends have shown a reversal. The 1979 students tend to leave the Liberal Arts fields and enroll in more specialized areas, especially Business. For example, 23 percent of 1979 alumni were Liberal Arts majors

at Harper, but only two percent were Liberal Arts majors after transferring to their new college. On the other hand 32 percent were majoring in Business at Harper, and that increased to 38 percent after transfer. Continuing past trends about 76 percent of the major fields chosen at the new transfer college are identical or closely related to the major area of study while at Harper.

On the average these recent alumni successfully transfer about 91 percent of their courses to the new college. Some 79 of these former students offered specific comments on what helped or hindered the transfer process and over half were positive comments about Harper. Only eight of the alumni reported any participation in honors programs after transferring from Harper. The cost of the new college was reported to average about $3,500, which is up sharply from the $2,700 reported by the 1977 alumni.

Considering the performance of Harper transfer students at other four-year institutions, one finds that about 64 percent of this group earns a B average or better, and that their present GPA is about the same as their GPA at Harper. In general, at institutions other than University of Illinois at Champaign, Harper transfers perform a little better than other community college transfers, and equal to four-year college transfers and native students. At the University of Illinois at Champaign, Harper transfers perform about as well as other community college transfers, but not as well as four-year college transfers and native students. Retention rates at University of Illinois run about 70-75 percent. After two years and after four years 42 percent of Harper transfers at Circle graduate and 61 percent of Harper transfers at Northern Illinois graduate.

The second phase of the follow-up survey consisted of asking alumni how they evaluated various aspects of their experience at Harper College. The first comparison involved asking the students to rate different elements of Harper and the new institution on a five point scale. The areas rated best at Harper were the teaching faculty, course selection, tutoring/study skills improvement, and the Learning Resources Center. Areas rated lowest at Harper were intramurals, learning atmosphere, student activities, and athletics. This was the last alumni class that did not have the use of Building M so future follow-up surveys could yield quite different results. Course selection has improved considerably in the last few years, but the 1979 alumni rated student activities and learning atmosphere much lower than previous classes had rated these areas. When comparing Harper College to the new institution, Harper rated better in veterans services, tutoring, and records and registration. Teaching faculty, food service and admissions rated about the same for Harper and the new four-year institution. In the 11 remaining areas, the new college was rated better than Harper.

In evaluating course work taken at Harper, the 1979 alumni rated General Business and Speech courses as the most beneficial courses taken. At the other end of the scale, Liberal Arts courses such as Philosophy, Humanities, Foreign Languages and Literature were rated as less than beneficial. When asked which additional courses they wished they had taken at Harper, Business courses were mentioned most often followed by Communications and Humanities courses, and courses of a quantitative or vocational skills nature.

Alarmingly, the percentage of transfer students who report they seldom used the Learning Resources Center has been steadily increasing. In the 1973 to 1975 classes, only 18 percent of the alumni indicated they had seldom used the Learning Resources Center, but this climbed to 27 percent among the 1977 alumni and to 47 percent among the 1979 alumni. The alumni who did use the services of the Learning Resources Center at Harper rated it highly. This drop in Learning Resources Center usage could be caused by fewer faculty assignments to students of independent library based work. Another factor might be that the Learning Resources Center is closed on weekends. There are some reports that Harper College students make heavy use of some of the public libraries in the area on weekends.

While fewer students were using the Learning Resources Center more were reporting they used some type of computer services while on campus. Some 19 percent of the alumni reported using the batch data processing facilities in Building A. Over half of these students had problems with the service, many saying the turnaround time was too long. Amazingly, over 50 percent of the alumni said that at one time or another they had used the computer terminals in Building D. Just under 50 percent who used Building D facilities reported problems, many saying the terminal room was too crowded and it was too hard to get on the terminals. Although the computer facilities in Building I have been added since these alumni were enrolled at Harper, enrollments in Data Processing courses have increased greatly and computer terminal usage by students in other courses has continued to grow. Thus these problems with service will probably continue to plague students in the future.

In total, 64 percent of the alumni (more than used the Learning Resources Center occasionally) used some type of computer services while at Harper. Over a third of these students (an increase from the past) cite that computer experience at Harper is useful in their present situation.

As in past surveys, about 30 percent of the 1979 alumni reported making substantial changes in their major field while at Harper. However, students are making these changes differently. Among the 1975 alumni 70 percent stated they made these changes entirely on their own, but only 14 percent of the 1979 alumni reported doing so. Alumni are now depending more on counseling services and on magazine articles and job opportunity ads.

Half of the 1979 alumni reported that they saw counselors at times other than registration. These 1979 alumni tended to rate the counseling services received more neutrally than did past alumni. In other words, fewer students in the 1979 class cited that the service received was very helpful and fewer cited any problems with the counseling services.

Continuing past trends, about 17 percent of the alumni received some type of financial aid while at Harper. However, almost nine percent of the alumni were turned down for financial aid. That is the highest percentage ever recorded in a follow-up study. As might be expected from such a relatively high turndown rate, there was more dissatisfaction expressed about the services received from this office than in the past.

Fewer of the 1979 transfer alumni were employed while at Harper and they worked fewer hours than did past alumni. It is interesting to note that 44 percent of the jobs were reported to be related or beneficial to their major field.

Historically the amount of extracurricular activity among alumni had rapidly declined until 1977. However, now it appears this has leveled off and the 1979 alumni reported participating slightly more than the 1977 alumni. In contrast the hours spent in informal activity on campus have continued to decline over the years. In 1973 the average alumnus spent 4.4 hours per week in informal activity while the 1979 alumni averaged only 3.4 hours per week of informal activity on campus.

Major Conclusions

The portion of alumni remaining at Harper for a third year or more continues to grow at a substantial rate reaching 35 percent among the 1979 alumni class. Furthermore over 60 percent of the alumni remaining at Harper already have an associate degree. One year after leaving Harper 77 percent of the 1979 transfer alumni are enrolled in other colleges. Other studies indicate that least another 10 percent will transfer in the next four years. Nearly 65 percent of the 1979 alumni who left Harper remained in a field either identical or closely related to their major at Harper, far surpassing previous alumni classes.

In contrast to previous classes, fewer 1979 alumni were employed for fewer hours while at Harper and fewer found permanent employment after leaving the college. Moreover, those who did find employment traveled further away from Harper's district and were more apt to need help in finding a job than alumni of previous years. It appears there is a trend of students using the Learning Resources Center less and computer applications more.

In general, transferring Harper students achieve slightly better grades than other community college transfers and about the same level as native students except at the University of Illinois, Champaign.

SUMMARY OF RESULTS

SUMMARY OF RESULTS

Major Field While at Harper

	1974	1975	1977	1979
Business	23.1	22.9	33.1	31.9
Humanities and Liberal Arts	24.8	25.6	24.1	23.3
Engineering	4.8	4.9	7.0	9.9
Biological Sciences	8.4	8.9	8.0	9.0
Art	5.4	5.3	5.8	6.9
Pre-Medical Field	2.9	4.2	2.3	3.1
Physical Science	1.6	2.3	1.8	2.9
Other Social Sciences	6.3	5.2	3.4	2.5
Education	5.4	4.8	2.8	2.2
Mathematics	3.1	1.7	1.5	2.0
Music	1.7	2.4	1.5	1.9
Psychology	5.0	4.9	2.9	1.5
Pre-Law	.6	.7	1.5	1.1
Architecture	3.8	2.4	1.0	.9
Communications	.8	1.8	.8	.6
Physical Education	2.3	2.0	2.5	.3
	100.0	100.0	100.0	100.0
Number of responses	480	449	398	324

Present Status	1971	1972	1973	1974	1975	1977	1979
Employed FT, not enrolled in college	21.1	27.8	20.4	16.0	17.4	17.6	10.2
Employed FT, enrolled in college PT	6.8	8.6	7.7	11.3	9.1	12.8	15.4
Employed FT, enrolled in college FT	3.1	2.3	5.1	3.1	2.4	1.8	4.0
Enrolled in college FT, employed PT	18.0	16.2	17.2	18.7	18.3	19.3	20.0
Enrolled in college FT, not employed	40.4	36.5	38.6	42.1	45.0	36.4	34.3
Enrolled in college PT, employed PT	1.8	1.3	2.6	4.0	3.1	5.3	5.3
Employed PT, not enrolled in college	.7	.5	1.1	1.7	1.6	1.5	2.8
Enrolled PT, not employed	0	0	.4	.4	2.0	2.5	5.6
Armed Forces	1.3	.6	.4	0	0	.3	0
Unemployed, not enrolled but seeking employment	1.0	.9	1.8	1.0	.5	.7	.6
Housewife	0	0	3.1	0	.2	1.8	.6
Unemployed or not enrolled, other situations	5.8	5.3	1.6	1.7	.4	0	1.2
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	521	662	455	480	449	398	324

Educational Goals

	1971	1972	1973	1974	1975	1977	1979
Presently enrolled FT in college	60.4	54.8	60.8	64.0	65.7	57.5	58.3
Presently enrolled PT in college	8.6	9.9	10.3	15.6	14.3	20.6	26.2
Plan to return to college next year	9.0	11.6	10.3	7.7	8.7	8.3	5.3
Plan to return to college some day	9.0	9.2	10.1	5.8	4.5	7.3	4.3
Enrolled now in specific training program	.8	1.3	.8	.6	3.1	.3	.3
Have no plans at present to continue education	3.6	8.3	3.2	3.8	2.7	3.0	2.5
Educational plans unknown	8.6	4.9	4.5	2.5	1.1	3.0	3.1
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	521	662	455	480	449	398	324

Graduation from Harper

	1974	1975	1977	1979
Associate in Applied Science	4.9	3.1	1.8	5.9
Associate in Science	17.4	15.2	13.1	19.2
Associate in Arts	40.8	39.6	40.9	41.8
Associate in Liberal Studies	0	0	0	.3
Combination of degrees	1.5	3.3	.7	2.8
Certificate	.9	1.6	2.3	.6
No degree or certificate	34.5	37.2	41.2	29.4
	100.0	100.0	100.0	100.0
Number of responses	466	449	398	323

Reasons for Not Getting Degree

	1975	1977	1979
Still enrolled at Harper	41.8	38.9	37.9
Preferred transferring to another college	33.3	37.7	31.6
Personal problems	5.1	4.5	2.1
Educational goals were not defined	4.3	2.7	1.0
Had taken all courses I originally wanted to take	3.4	2.4	3.1
Didn't meet all the requirements yet	3.4	4.2	7.4
Wasn't given proper guidance	1.7	0	0
Didn't want AA degree	1.7	0	5.2
Moved	.9	1.2	0
Family responsibilities	.9	.6	0
Job demand	.9	1.2	0
New job opportunity	.9	1.8	0
Problem in financing further education	.9	0	0
Harper offered no further courses I wanted	.8	3.6	1.1
Saw no relationship between courses and my personal, occupational or educational goals	-	1.2	1.1
Left Harper without transferring to another institution or specifying why they didn't complete a degree at Harper	0	0	9.5
	100.0	100.0	100.0
Number of responses	117	167	95

EMPLOYMENT

Classification of Present Occupation	1971	1972	1973	1974	1975	1977	1979
Business or finance	25.6	31.9	21.1	17.7	12.1	15.9	20.7
Retail stores	0	0	0	2.3	17.0	12.2	14.9
Office or clerical	2.9	1.4	11.7	16.6	9.4	13.1	14.0
Trades	14.3	8.3	7.1	8.7	8.1	7.9	9.1
Food service	-	-	-	-	-	8.1	7.8
Medical fields	2.9	7.6	5.9	5.3	5.4	4.7	6.2
Sales	17.1	18.8	20.0	9.8	6.0	4.5	6.2
Educational	2.9	6.3	4.7	6.0	6.7	5.2	5.0
Factory semi-skilled	15.7	10.4	9.4	7.5	8.1	10.3	3.3
Legal, governmental or political	4.3	4.2	4.7	3.0	.7	3.4	3.3
Engineering or related technology	12.9	8.3	7.1	4.9	6.0	5.2	3.3
Scientific	0	0	3.5	4.9	2.5	1.3	2.5
Communication or entertainment	0	0	0	0	0	0	1.7
Social or religious	0	1.4	1.2	2.3	2.0	2.8	1.2
Art or Humanities	1.4	1.4	2.4	1.5	2.7	1.1	.4
Agricultural or environmental	0	0	1.2	0	0	.4	.4
Transportation	-	-	-	-	-	3.9	0
Other	0	0	0	9.4	7.4	0	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	70	144	-	265	149	233	121

Level of Employment

Status Rating	Status Description	1971	1972	1973	1974	1975	1977	1979
1	Unskilled labor	14.3	7.7	0	17.7	13.9	14.4	13.5
2	Semi-skilled labor	30.0	26.5	25.0	29.2	37.9	34.9	25.4
3	Technician-skilled labor, foreman	15.7	15.4	15.9	12.8	11.7	17.5	17.8
4	Beginning professional	31.4	32.5	34.2	30.0	25.0	27.9	31.9
5	Experienced professional second line supervision	4.3	4.3	19.3	9.1	8.4	4.4	10.3
6	Researcher or middle mgmt.	4.3	4.3	3.4	.8	2.2	.9	.6
7	Vice-president level or higher	0	2.6	2.3	.4	.8	0	.5
		100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses		70	117	-	243	227	229	185
Mean status rating		2.94	3.02	3.68	2.88	2.86	2.76	3.04

Relatedness of Job to Major at Harper

Index	Degree of Relatedness	1971	1972	1973	1974	1975	1977	1979
3	Identical	9.7	7.9	7.8	9.4	10.6	10.9	13.9
2	Closely related	46.9	23.2	27.4	11.8	14.1	13.9	22.5
1	Somewhat related	-	-	-	17.6	19.0	18.7	20.8
0	Not related	43.3	68.9	64.8	61.2	56.3	56.5	42.8
		100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses		145	241	-	245	237	230	182
Mean relatedness index		1.23	.71	.78	.68	.79	.79	1.07

Annual Salary

Range	1971	1972	1973	1974	1975	1977	1979
Under $3,328			4.2	3.4	.8	1.7	0
$3,328 - $4,159	33.8	22.0	1.0	0	0	0	1.2
$4,160 - $4,999			7.3	5.9	2.6	0	0
$5,000 - $6,999	30.8	25.4	30.2	20.4	20.3	12.2	0
$7,000 - $8,999	10.8	23.8	19.8	20.4	24.8	13.9	9.5
$9,000 - $9,999	10.8	5.9	6.3	10.2	10.7	14.8	15.5
$10,000 - $11,999	6.1	7.6	11.4	18.6	13.3	15.7	19.0
$12,000 - $14,999	4.6	10.2	10.4	12.7	7.9	21.7	15.5
$15,000 - $19,999	3.1	2.5	6.3	5.9	12.5	14.8	25.0
$20,000 - $24,999	0	.9	1.0	2.5	5.3	3.5	7.1
$25,000 - $30,000	0	1.7	2.1	0	1.8	1.7	6.0
Over $30,000	0	0	0	0	0	0	1.2
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	65	118	-	118	113	115	84
Mean salary	$6587	$8352	$9087	$9547	$9592	$11,839	$14,497
Median salary	$6052	$7250	$7789	$9000	$9125	$10,944	$12,923

Quality of Harper's Preparation for Job

Preparation Area	1975		1977		1979	
	Number	Mean Index	Number	Mean Index	Number	Mean Index
Maturity	126	.99	100	1.04	105	1.08
Communication skills	129	.98	101	.96	111	1.07
Managerial skills	124	.59	104	.65	106	.78
Specific job knowledge	131	.58	102	.49	108	.55
Technical job skills	128	.52	102	.43	107	.50

Index: 2 = Harper helped considerably; 1 = Harper helped somewhat;
0 = Harper did not help at all

Method of Finding Job	1975	1977	1979
Family, relative, or friend helped me	15.4	15.4	32.3
Newspaper	6.3	6.8	17.8
Working on same job which I had before enrolling at Harper	16.3	44.0	15.3
Found my job all on my own	51.9	22.7	9.7
Placement office helped me	2.9	2.5	8.9
Coordinator of my program helped me find it	.5	2.6	4.8
Employment Agency	.9	.9	3.2
Another college helped me	-	-	3.2
Faculty member helped me	.9	2.5	2.4
State Job Service	0	0	1.6
Placement test	.5	2.6	.8
Found job thru other sources (unspecified)	3.4	0	0
	100.0	100.0	100.0
Number of responses	208	117	124

Geographic Location of Jobs

Job Location	Distance Index	1971	1972	1973	1974	1975	1977	1979
Downtown	2	8.8	4.1	4.5	4.6	2.6	2.1	5.4
Outer fringes of Chicago	1	2.9	9.8	13.6	6.6	7.0	6.5	9.2
Northwest suburbs	0	53.0	56.6	56.8	57.8	62.7	67.6	52.4
Other Chicago area suburbs	1	25.0	20.5	17.1	13.6	14.9	9.1	16.8
Within 40 to 100 miles of Harper	3	4.4	3.3	3.4	4.6	5.3	3.9	7.6
100 to 500 miles away	4	1.5	0	0	6.2	6.6	6.9	7.0
More than 500 miles away	5	4.4	5.7	4.6	6.6	.9	3.9	1.6
		100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses		68	122	-	242	228	232	185
Mean distance index		.87	.77	.73	1.01	.74	.78	.96

EDUCATION INFORMATION

College or University Enrolled In	All Alumni Enrolled in College						
	1971	1972	1973	1974	1975	1977	1979
Harper	3.0	7.6	8.0	16.0	20.1	26.1	41.3
Northern Illinois	29.0	26.4	24.8	18.1	19.8	24.8	14.8
Other colleges	17.7	20.5	20.1	11.0	16.2	11.9	10.3
Illinois State	6.4	6.6	9.5	7.4	5.0	5.2	5.9
University of Illinois-Champaign	7.6	6.0	7.7	10.5	9.7	5.2	4.4
Eastern Illinois	.5	1.6	1.8	2.0	3.9	.6	4.4
Southern Illinois	8.0	4.4	4.7	5.4	5.0	6.4	3.7
University of Illinois-Circle	9.3	7.1	5.1	6.4	5.3	5.2	3.3
Loyola	2.1	1.9	2.2	2.5	1.1	1.9	1.9
Roosevelt	.9	.8	0	.9	.3	.3	1.8
Northeastern Illinois	7.6	7.9	7.3	7.1	3.3	4.8	1.5
Western Illinois	4.3	4.6	3.3	5.9	4.7	1.6	1.5
University of Wisconsin	0	0	1.8	1.1	1.1	1.6	1.5
Elmhurst	.9	.5	2.2	2.8	3.1	1.0	1.5
DePaul	1.3	1.9	.7	1.4	.8	.6	1.1
University of Arizona State	.9	1.9	.4	.6	.3	1.6	.7
University of Arizona	.5	.3	.4	.9	.3	1.3	.4
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	234	367	-	353	359	311	271

College or University Enrolled In	Only Alumni Who Left Harper College						
	1971	1972	1973	1974	1975	1977	1979
Northern Illinois	29.9	28.5	27.0	21.5	24.8	33.5	25.2
Other colleges	18.3	22.2	21.8	13.1	20.3	16.1	17.5
Illinois State	6.6	7.1	10.3	8.8	6.2	7.0	10.1
University of Illinois-Champaign	7.9	6.5	8.4	12.5	12.1	7.0	7.5
Eastern Illinois	.5	1.7	2.0	2.4	4.9	.8	7.5
Southern Illinois	8.3	4.8	5.1	6.4	6.2	8.7	6.3
University of Illinois-Circle	9.6	7.7	5.5	7.6	6.6	7.0	5.6
Loyola	2.2	2.1	2.4	3.0	1.4	2.6	3.2
Roosevelt	.9	.9	0	1.1	.4	.4	3.1
Northeastern Illinois	7.8	8.5	7.9	8.5	4.1	6.5	2.6
Western Illinois	4.4	5.0	3.6	7.0	5.9	2.2	2.6
University of Wisconsin	0	0	2.0	1.3	1.4	2.2	2.5
Elmhurst	.9	.5	2.4	3.3	3.9	1.3	2.5
DePaul	1.3	2.1	.8	1.7	1.0	.8	1.9
University of Arizona State	.9	2.1	.4	.7	.4	2.2	1.2
University of Arizona	.5	.3	.4	1.1	.4	1.7	.7
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	227	339	-	297	287	230	159

Other Colleges or Universities
Enrolled In by 1979 Transfer Alumni

College	N
University of Illinois Medical Center	3
University of Wisconsin-Stevens Point	2
Bradley	2
Baylor	2
Iowa State	1
University of Iowa	1
American Academy of Art	1
Valparaiso	1
Northwestern	1
Kendall at Evanston	1
Triton	1
North Park	1
Maine West Night School	1
Carthage	1
Millikin University	1
Bellevue Community College, Bellevue, Washington	1
Florida Institute of Technology	1
College of St. Francis - Joliet	1
Eastern Kentucky University	1
University of Wisconsin - Eau Claire	1
University of Colorado	1
Montana State University	1
University of Wisconsin - Oskosh	1
Palmer Junior College - Davenport, Iowa	1

Class Standing

Class Level	Level	1971	1972	1973	1974	1975	1977	1979
Freshman	1	.4	.4	0	0	0	.6	.7
Sophomore	2	5.2	6.1	7.8	9.2	16.0	22.3	21.6
Junior	3	75.4	76.6	81.6	80.1	73.0	66.7	56.4
Senior	4	16.8	15.6	8.2	7.4	6.5	7.8	19.8
Professional school	5	1.3	.9	1.5	1.4	.3	0	.4
Graduate school	5	.9	.4	.4	.5	3.1	.6	0
Unclassified		0	0	.5	1.4	1.1	2.0	1.1
		100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses		232	231	-	367	356	309	273
Average class level		3.15	3.11	3.02	3.02	2.97	2.85	2.97

Present Major Field	1971	1972	1973	1974	1975	1977	1979
Business	14.3	16.2	21.7	27.5	25.9	34.0	37.1
Engineering and Technology	3.1	5.2	3.9	4.8	4.2	8.1	11.6
Medical Field	-	-	-	3.5	4.7	3.2	7.0
Biological Sciences	10.3	12.9	11.3	7.6	5.5	3.7	6.5
Art	-	-	-	4.3	6.6	7.0	5.1
Humanities and Liberal Arts	4.3	9.2	11.8	6.6	3.8	3.2	5.1
Education	20.6	18.5	18.7	10.1	11.6	6.8	4.6
Other Social Sciences	18.6	19.6	20.7	6.3	3.8	4.4	3.5
Psychology	-	-	-	7.6	11.2	4.7	2.7
Physical Science	-	-	-	1.8	4.0	1.8	2.7
Journalism	1.2	.4	1.0	-	.9	1.9	1.9
Music	-	-	-	-	-	-	1.9
Physical Education		-	-	3.0	2.0	4.2	1.6
Agriculture and Conservation	3.9	1.1	1.0	2.0	0	2.9	1.6
Law	2.0	.7	1.0	1.0	.4	2.9	1.6
Home Economics	1.6	1.1	.5	1.5	.9	1.9	1.6
Computer Science						1.6	1.1
Mathematics	5.4	2.8	4.5	2.3	1.3	1.3	1.1
English-Literature-Speech	8.8	8.9	3.9	4.0	6.4	1.0	1.1
Language	2.0	1.9	0	1.5	.9	1.0	.6
Food Service						1.0	0
Architecture	-	-	-	2.0	1.7	.3	0
Other	-	-	-	1.3	1.7	1.0	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	251	271	-	396	236	309	185

Relatedness of Major at Present College to Major at Harper

Relatedness Index	Degree of Relatedness	1971	1972	1973	1974	1975	1977	1979
3	Identical	49.1	45.7	48.1	46.9	46.7	53.5	46.8
2	Closely related	23.6	28.3	27.4	22.5	24.8	20.9	30.2
1	Somewhat related	23.6	17.5	14.7	16.6	16.2	16.0	14.9
0	Not related	13.7	8.5	9.8	14.0	12.3	9.6	8.1
		100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses		233	223	-	373	334	282	235
Mean relatedness		1.88	2.11	2.14	2.02	2.06	2.18	2.16

Transferability of Courses

Portion of Courses Taken at Harper Which Were Transferred	1971	1972	1973	1974	1975	1977	1979
0 - 20 percent	1.3	0	1.2	1.2	.4	0	1.3
20 - 40 percent	1.3	0	1.9	.9	0	0	.9
40 - 60 percent	2.6	1.4	1.2	1.5	1.0	1.9	2.3
60 - 80 percent	3.9	5.9	2.8	3.9	2.9	2.0	7.2
80 - 90 percent	6.9	5.4	7.4	6.9	7.2	11.0	9.4
All but 2 or 3 courses	16.0	13.1	11.1	15.7	11.6	11.4	12.6
All but 1 course	18.0	15.8	12.7	11.5	17.3	9.8	11.6
Transferred all courses	50.0	58.4	61.7	58.4	49.6	63.9	54.7
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	232	221	-	332	277	255	223
Mean percent of courses transferred	91.5	94.3	93.0	92.8	94.9	94.9	91.3

Grade Performance of Harper Alumni at Institutions They Are Now Attending Compared to Performance at Harper

Present College	1971	1972	1973	1974	1975	1977	1979
Percent of students who earned a 3.0 cumulative GPA or better	32.7	54.1	54.5	58.7	58.9	58.3	63.9
Percent of students who earned below a 2.0 cumulative GPA	9.8	4.7	3.1	2.6	1.5	3.2	2.1
Mean cumulative GPA	2.63	2.64	2.95	2.98	2.96	2.98	3.03
Number of respondents	230	230	255	346	268	218	238

Grade Performance of Harper Alumni at Institutions They Are Now Attending Compared to Performance at Harper (continued)

While at Harper	1971	1972	1973	1974	1975	1977	1979
Percent of students who earned a 3.0 cumulative GPA or better	22.0	27.3	41.4	42.9	48.7	41.7	62.7
Percent of students who earned below a 2.0 cumulative GPA	13.0	13.7	3.6	2.6	.4	.5	.8
Mean cumulative GPA	2.73	2.55	2.86	2.81	2.88	2.92	3.03
Number of respondents	230	230	249	345	268	218	236

Annual Cost	1971	1972	1973	1974	1975	1977	1979
Less than $500	5.8	6.5	4.1	10.5	9.5	15.0	9.9
$500 - $1,000	13.7	16.0	8.7	11.8	8.7	10.4	8.1
$1,000 - $1,500	12.4	6.9	11.2	6.8	8.7	8.1	3.7
$1,500 - $2,000	28.8	24.8	11.7	11.8	11.3	5.2	4.3
$2,000 - $2,500	23.0	25.6	29.1	29.5	22.0	12.1	8.1
$2,500 - $3,000	5.3	12.6	18.9	13.1	27.2	21.4	14.3
$3,000 - $4,000							28.6
$4,000 - $5,000	11.0	11.6	16.3	16.5	12.6	27.8	12.4
Over $5,000							10.6
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	226	230	-	237	231	173	161
Mean cost per year	$1833	$1995	$2171	$2022	$2084	$2148	$2927

Honors Programs Participated in at Present College

2 Phi Theta Kappa
1 Alpha Beta Psi, a national Accounting Honor Society
1 Dean's List
1 S.A.M. - Society for the Advancement of Management. It offers knowledge of business world and requirements of different jobs.
1 ASEM or other Engineering Club
1 Kappa Delta Pi
1 Kappa Delta Epsilon - Honor Society for Education majors.

Experiences at Harper Which Aided the Transfer Process or Which Made it More Difficult

4 Following the requirements which Harper set, made it very easy to transfer.
3 Transfer would have been easier if the counseling at Harper was really counseling.
3 I was pleased that all of my hours transferred.
2 College information days helped me.
2 Transfer is easier and all general education is taken care of with an associate degree.
2 Advice and "standing contract" with NIU made transfer easy.

Experiences at Harper Which Aided
the Transfer Process or Which Made
it More Difficult (continued)

1 Did not have enough natural science and social science credits to transfer directly into the business school at the University of Washington.
1 Counseling at Harper helped me focus my educational goals.
1 The engineering counselors should become more familiar with exactly what and how classes transfer to University of Illinois Champaign.
1 I feel I got an excellent education, although I couldn't transfer some courses.
1 Counselors should find out more about the requirements for a professional pilot.
1 Getting AS degree - for all general studies to transfer.
1 Classes are small enough for individual contact with the instructor, office hours are accessible, counselors are knowledgeable; I was a tutor and feel it was a worthwhile experience.
1 Found I had a better background than most students in Economics via Mr. Kimmet. My incoming counselor at Harper wasn't very good. The man seemed to want to get us out of the office as soon as possible.
1 Students should be encouraged to learn at a faster pace. Harper moves much slower and it is difficult to adjust to the university pace.
1 Harper's counseling staff should be more aware of what courses are needed in a specific curriculum at a 4-year school rather than fulfilling requirements for a Harper degree.
1 Counseling was good, though you had to make it a point to see a counselor.
1 More difficult due to the lack of college atmosphere at Harper.
1 Semester system seems to be a handicap.
1 I took all Business courses; counselors did not make it clear how important the tool courses were when I started.
1 The instructors who were the hardest were the most beneficial to me in dealing with the degree of difficulty at the university. Those that did not make me work were not beneficial and could have been detrimental.
1 Office personnel made transition easier than most other school offices do. Paper work was accurate and timely.
1 Student activities made my transfer easier. I was station manager of WHCM in '78-'79. The experience I received helped me get a job and move right into the Radio and Television department at S.I.U.
1 Some of the classes I took at Harper, which I was assured would transfer toward my major, transferred only as electives.
1 First counseling was poor and without suggestions.
1 Overall most of my courses at Harper seemed to be somewhat easier than the ones at I.S.U.
1 I wish counselors would tell you to take the second course in sequence of Business Law. In the case of Statistics, take the whole sequence and drop Management 111, as it only transfers as an elective to a 4-year institution.
1 Mr. Danis (Business teacher) helped me with advice in my 2 years at Harper,and getting my AA degree helped transfer all courses easily.
1 I was told that one of my classes would not transfer so I dropped it and took another. This class was transferable and I took it at NIU. This class with others hurt my GPA.
1 Felt I was not counseled very well; where I presently attend, I spent 2 quarters making up courses. I was under the impression when I left Harper I was a junior, but I lost half a year.
1 Final transcript was never sent after a written request.
1 My grades allowed me to compete for a FAD's Scholarship. I was able to register while at ISU for testing. This made it easier.

Experiences at Harper Which Aided
the Transfer Process or Which Made
it More Difficult (continued)

1 Counselor advised me about which courses would transfer which was helpful. Testing and grading is more difficult at my present school which is a handicap.
1 Harper gave me a good background in the biological sciences; it also had good psychology courses.
1 Second German class and Vice and Drug Control Act were unnecessary. I did need Quantitative Analysis, but it is offered in the summer if at all.
1 It was difficult because I changed my major, though attending Harper made the transition to a university much easier than starting out at a university.
1 Counselor misled me in GPA needed to get into a particular college. I am behind and might have to go to summer school or go an extra semester to make it up.
1 I believe it should be impressed upon students who plan to transfer that Harper is not a continuance of high school but a preparation for a four-year institution. I was shocked at how much more difficult classes were.
1 Counseling was perfect, all courses transferred.
1 I was involved in Peer Counseling. I asked President McGrath and counselors to write recommendation papers for my school application. I feel these references aided my transfer.
1 I should have taken less classes in my major as they only transferred as electives in the department.
1 Counseling and the Enviromental Biology course I took guided me to EIU.
1 When I transferred, Harper sent only part of the credits and thus I had some extreme problems at Eastern.
1 Had trouble transferring credit for Business Law I.
1 Counseling helped me to look into Roosevelt. However, they did not help me to plan which courses to take.
1 Courses transferred well; didn't lose any time compared to NIU's juniors
1 I was told about transfer day and that was helpful. My counselor was also helpful in telling me about SIU.
1 Advantage that Anatomy and Physiology class transferred, along with the Chemistry classes.
1 Management 111 that I took requires validation; but if I do well in the next course that proceeds it, it should transfer with no problems.
1 Knowledge of counselors.
1 If counseling had been more specific, I would have taken more Business courses; they transfer easily.
1 Most of my classes at Harper presented a definite challenge and helped me transfer without a major shock. Counseling at Harper is vital, but not enough students take advantage of it, including myself.
1 Having a list of courses which were guaranteed to transfer. Also college transfer days.
1 I had counselors who didn't explain a lot of the college rules.
1 Harper didn't offer many courses in my field so I was behind and at a disadvantage in some classes.
1 I was advised to definitely graduate with an AA instead of going according to Northern's course curriculum in Art.
1 I could have taken more lower level courses at Harper, but I didn't know if they would transfer.
1 Yes, since NIU and Harper work so closely, I had no difficulty transferring my credits.
1 Courses transferred very easily, Harper's "package deal" works well.
1 DePaul, so far, isn't any harder than Harper. The counselors at DePaul said Harper was a "top rate" junior college.

Experiences at Harper Which Aided the Transfer Process or Which Made it More Difficult (continued)

1 DPR 101 credits transferred, but did not fulfill class requirement for Data Processing at Business school at Illinois State University.
1 I am graduating a semester late because of the counseling I received at Harper.
1 One of the business advisors from Western Illinois helped me considerably.
1 Basic Political Science courses made it easier to transfer and comprehend higher level courses in this field, also advice was helpful.
1 Not the fault of Harper, but of Northern Illinois University - the transferring of an AA which in turn excluded me from Northern Illinois University's constitution requirement. Problem now solved with help of Harper.
1 The trust and confidence that my teachers gave me helped in my decision to continue my education. They encouraged us "returning students".
1 The language teacher was lousy! Did not prepare the class for further training in that language. I felt as though I was missing a semester of applied conversation and composition skills.
1 Counselor gave me the wrong date to apply to Northeastern, I had all kinds of hardships and almost didn't get in.

Summary of Comments

	N
Mixed comments	6
Positive comments	42
Negative comments	31
Total	79

Performance of Harper Students at Other Institutions

Institutions	1974 N	1974 Harper GPA	1974 New Inst. GPA	1974 Change in Performance	1975 N	1975 Harper GPA	1975 New Inst. GPA	1975 Change in Performance	1977 N	1977 Harper GPA	1977 New Inst. GPA	1977 Change in Performance
Northeastern Illinois	24	2.84	3.43	+.59	12	3.38	3.62	+.24	13	2.81	3.24	+.43
Western Illinois	20	2.58	2.88	+.30	17	2.80	2.71	-.09	5	2.86	3.24	+.38
U. of I. - Circle	22	2.91	3.04	+.13	19	2.72	2.91	+.19	16	2.93	3.14	+.21
Illinois State	25	2.81	3.09	+.28	18	3.02	2.87	-.15	15	2.84	3.01	+.17
Eastern Illinois	-	-	-	-	14	3.00	3.10	+.10	2	3.30	3.40	+.10
Southern Illinois	14	2.79	3.01	+.22	18	2.94	3.09	+.15	19	2.89	2.96	+.08
Northern Illinois	60	2.84	2.95	+.11	71	2.67	2.81	+.14	72	2.83	2.83	-
U. of I. - Champaign	36	3.11	2.95	-.16	35	3.22	2.95	-.27	15	3.23	2.92	-.31
All institutions	346	2.81	2.98	+.17	268	2.88	2.96	+.08	218	2.92	2.98	+.06

New Institution	1979 N	1979 Harper GPA	1979 New Inst. GPA	1979 Change in Performance
Illinois State	22	2.86	3.02	+.16
Southern Illinois	13	3.11	3.26	+.15
Western Illinois	6	2.87	2.93	+.06
Northeastern	8	2.73	2.75	+.02
University of Illinois - Circle	12	2.97	2.98	+.01
Northern Illinois	46	3.07	3.00	-.07
Eastern Illinois	11	2.85	2.65	-.20
University of Illinois - Champaign	18	3.41	2.87	-.54
All new institutions	199	3.02	3.02	0

EVALUATION SECTION

Areas of Harper as Rated by Students - 1=excellent, 2=very good, 3=average, 4=of little value, 5=poor

	1971	1972	1973	1974	1975	1977	1979
Teaching faculty	2.01	1.98	2.04	1.99	2.09	2.02	2.06
Course selection	2.48	2.39	2.42	2.55	2.35	2.17	2.12
Tutoring and study skills improvement							2.19
Learning Resource Center	2.23	2.16	2.08	1.93	2.06	2.03	2.20
Admissions program	2.35	2.39	2.43	2.35	2.30	2.19	2.24
Health Service	2.89	2.88	2.43	2.52	2.45	2.19	2.28
Records and registration	2.43	2.50	2.37	2.38	2.56	2.25	2.35
Veterans	-	-	-	-	2.25	1.95	2.41
Other students	2.61	2.52	2.51	2.53	2.64	2.55	2.57
Food Service	2.89	2.88	2.53	2.53	2.66	2.46	2.66
Placement	2.89	2.75	3.00	2.64	2.78	2.57	2.69
Financial Aids	2.62	2.61	2.37	2.52	2.61	2.56	2.69
Counseling	2.99	2.88	2.69	2.95	2.86	2.62	2.81
Athletics	3.10	2.92	2.77	2.98	3.04	2.98	2.89
Student Activities	2.69	2.69	2.74	2.53	2.81	2.59	2.96
Learning atmosphere	2.57	2.29	2.27	2.30	2.38	2.33	2.99
Intramurals	3.02	2.07	2.77	3.34	3.37	3.05	3.27

Evaluation of Harper Compared With Ratings of Other Colleges Attended

1=excellent, 2=very good, 3=average, 4=of little value, 5=poor

Areas in Which Harper Rated Best in 1979

	1974 Alumni		1975 Alumni		1977 Alumni		1979 Alumni	
	Other College Rating	Difference Other College Minus Harper Rating	Other College Rating	Difference Other College Minus Harper Rating	Other College Rating	Difference Other College Minus Harper Rating	Other College Rating	Difference Other College Minus Harper Rating
Veterans Office	-	-	2.31	+.06	2.50	+.55	2.75	+.34
Tutoring and study skill improvement	-	-	-	-	-	-	2.52	+.33
Records and registration	2.70	+.32	2.60	-.04	2.69	+.44	2.46	+.11

Areas in Which Harper and the Other Colleges Rated About Equal in 1979

Teaching faculty	2.09	+.10	2.12	+.03	2.09	-.07	2.07	+.01
Food Service	2.85	+.32	2.92	+.26	2.70	+.24	2.65	-.01
Admissions program	2.45	+.10	2.41	+.11	2.29	+.10	2.21	-.03

Areas in Which Other Colleges Rated Better Than Harper in 1979

Health Service	2.23	-.29	2.21	-.24	2.45	+.26	2.12	-.16
Financial Aids	2.51	-.01	2.63	+.02	2.48	-.08	2.46	-.23
Course selection	1.88	-.67	1.85	-.50	1.88	-.29	1.88	-.24
Learning Resources Center	2.12	+.19	1.47	-.57	1.85	-.18	1.90	-.30
Counseling	2.77	-.18	2.61	-.25	2.75	+.13	2.48	-.33
Placement	2.38	-.26	2.40	-.38	2.54	-.03	2.27	-.42
Other students	2.18	-.35	2.18	-.46	2.13	-.42	2.03	-.54
Intercollegiate athletics	2.13	-.85	2.20	-.84	2.35	-.63	2.06	-.83
Learning atmosphere	2.22	-.08	2.12	+.03	2.03	-.30	2.02	-.97
Student Activities	2.13	-.40	2.20	-.61	1.89	-.70	1.98	-.98
Intramurals	2.02	-1.32	1.87	-1.50	2.10	-.95	1.88	-1.39

Courses by Rank Order of Their Net Benefit to the Alumni
(Courses nominated ten or more times are included)

	1975 Alumni			1977 Alumni			1979 Alumni		
	a Times Nominated As Most Beneficial Course	b Times Nominated As Least Beneficial Course	a/b	a Times Nominated As Most Beneficial Course	b Times Nominated As Least Beneficial Course	a/b	a Times Nominated As Most Beneficial Course	b Times Nominated As Least Beneficial Course	a/b
General Business	65	11	5.90	88	8	11.00	73	4	18.25
Speech	74	18	4.11	57	14	4.07	69	5	13.80
Human Potential Seminar				14	10	1.40	9	2	4.50
Mathematics	99	51	1.94	95	37	2.57	104	25	4.16
Psychology	129	21	6.14	88	25	3.52	87	22	3.95
Political Science	21	13	1.62	14	11	1.27	21	6	3.50
Child Development	24	10	2.40	11	8	1.38	14	4	3.50
Economics							54	16	3.38
Mechanical Engineering	8	2	1.00	13	3	4.33	13	4	3.25
English	108	53	2.04	82	34	2.41	88	37	2.38
Secretarial Science	4	4	1.00	10	5	2.00	7	3	2.33
Physical Science	33	21	1.57	26	22	1.18	24	13	1.85
Data Processing	21	16	1.31	22	22	1.00	27	15	1.80
Literature							26	16	1.63
Career Planning and Development				7	4	1.75	9	6	1.50
Biology	77	41	1.89	46	36	1.28	46	32	1.44
Education	23	4	5.75	5	4	1.25	7	5	1.40
Sociology	74	35	2.11	48	39	1.23	43	37	1.16
Art	35	26	1.35	21	14	1.50	22	20	1.10
Foreign Languages							14	19	.74
Philosophy							24	33	.73
History	39	47	.83	29	33	.88	17	24	.71
Physical Education	16	3	5.33	8	12	.67	7	10	.70
Architecture	6	3	2.00	1	6	.17	1	2	.50
Humanities							15	37	.41
Philosophy, Humanities and Liberal Arts, Foreign Language and Literature	82	68	1.21	52	40	1.30	79	105	.75
Total	940	447	2.10	737	387	1.90	821	397	2.07

Courses by Rank Order of Their Net Benefit to the Alumni (continued)
(Courses nominated ten or more times are included)

Year	a Times Nominated As Most Beneficial Course	b Times Nominated As Least Beneficial Course	a/b
1970	600	293	1.85
1971	1,208	582	2.08
1972	1,430	677	2.11
1973	1,085	420	2.58
1974	1,061	449	2.36

Additional Courses Which Would Have Benefited Student if They Had Been Included in His/Her Curriculum

Business - 26 (1977 - 8)

6 Better selection Business courses
4 General Business
2 Economics
2 More Management courses
1 Introduction to Finance
1 Typing
1 More sales courses
1 More Accounting courses
1 Introduction to Marketing
1 Secretarial
1 Cost Accounting
1 Pre-Law
1 Tool courses required by NIU Business Department
1 Business Ethics
1 Computer Applications in Business
1 Business Report Writing

Literature and Humanities - 13 (1977 - 8)

3 Foreign Language
2 English
1 More Art courses
1 Basic Music conducting
1 Literature
1 Art course in composition, color and design - perspective technique
1 DePaul required religion course
1 Speech
1 Philosophy
1 Italian

Additional Courses Which Would Have Benefited Student if They Had Been Included in His/Her Curriculum (continued)

Math and Quantitative Skills - 12 (1977 - 8)

4 More advanced Data Processing classes
2 Mathematics
2 More Mathematics courses
1 Decision Analysis
1 Research Design
1 Calculus
1 Linear Algebra

Vocational - 12 (1977 - 4)

1 Jewelery making
1 Computer Operations
1 Data Processing
1 Title Searches and Examination Proceedings - Legal
1 Fire Service
1 Merchandise Display course for Fashion Design
1 Art Therapy
1 MET 201
1 Make MET course transferable
1 Photography
1 Retail Food Management
1 Network Circuit Analysis course similiar to University of Illinois's EE260

Sciences - 9 (1977 - 1)

2 Chemistry
1 Thermodynamics
1 More advanced Biology classes
1 Biology
1 Field Biology
1 Chemistry 210
1 More Communication and Writing courses
1 Color Theory

Social Sciences - 6 (1977 - 4)

2 Political Science
1 Advanced Anthropology
1 More Psychology courses
1 Public Administration
1 More Education courses

Self Development - 3 (1977 - 8)

2 Career Planning and Development
1 Self Examination course to realize potential

Additional Courses Which Would Have Benefited Student if They Had Been Included in His/Her Curriculum (continued)

Physical Education - 1 (1977 - 1)

1 Outside recreation

Health Related Field - 1 (1977 - 4)

1 Pharmacy

Agriculture Related - 0 (1977 - 1)

Learning Resources Center Evaluation

	1973 Percent of Mail Responses	1974 Percent of Mail Responses	1975 Percent of Mail Responses	1977 Percent of Mail Responses	1979 Percent of Mail Responses
I very seldom used the LRC	17.2	17.9	18.7	26.9	46.5
I found the LRC a good place to study	60.7	53.3	64.8	53.5	68.4
It was easy to find and check out almost all books needed	42.9	40.8	46.2	36.7	66.5
The A.V. material available in media section was very helpful	29.7	32.6	30.8	25.1	27.0
I had trouble getting much of the material needed	4.0	1.6	4.8	4.2	6.5
Other good comments	6.3	3.5	3.7	3.7	7.0
Other bad comments	2.6	3.1	3.7	2.3	10.7
Neutral comments		.9	2.2	1.8	.5
Total mail responses	303	319	273	215	215

Ways Students Had Trouble Finding Material They Needed

3 Books I needed seemed to be constantly checked out.
2 Based on my area of study and interest more literary journals are needed for the library.
2 I could never find books I needed.
1 I found much material (books and magazines) needed for my research were either not available or missing from the Learning Resources Center.
1 Books and magazines were not always available.
1 Should be able to check out the magazines.
1 Harper has all the indexes, but not the periodicals to go with them.
1 The numbering system of the library materials is very confusing.
1 Harper has a lot of books, but it's not enough to provide us with information that is needed to study Engineering courses.
1 Slides missing from set and never replaced.

Other Good Comments - 15

2 Materials there were very adequate.
2 I liked the fact that teachers took advantage of recording lectures at LRC.
2 Very easy to find information there.
1 Well managed excellent facilities.
1 Mathematics lab was great.
1 It was a good source of information on a variety of subjects.
1 Library was very good.
1 Employees were very friendly and helpful.
1 Center was fantastic.
1 Found the center effective in tutoring me in reading.
1 Mathematics center helped me considerably to polish up forgotten mathematics skills.
1 Has a great magazine section.

Neutral Comments - 1

1 Tutoring in Chemistry was fair.

Other Bad Comments - 23

11 It was impossible to study there because of noise.
3 For most resource projects could not find desired materials in library.
2 Tutors were not prepared and were not helpful.
1 There is a very limited selection of journals and literature in library.
1 Didn't know Learning Resources Center was there.
1 Never used first floor facilities.
1 There was confusion in finding teacher reserved material.
1 I used the Arlington Heights Public Library because of its competence.
1 Learning Resources Center was more of a social place than a learning place.
1 The hours are inconveniently short,especially on weekends.

Usage of Computers by 1979 Transfer Alumni

Main Computer and Batch Programs in Building "A"	N	PCT
Used facilities and had no problem using computer or getting good turnaround time	17	8.3
Used facilities but had problems using computer or getting turnaround time.	21	10.3
Didn't use this facility	166	81.4
	204	100

Instructional Terminals in "D" Building	N	PCT
Used facilities and had no problem with access or with use of terminals	59	27.7
Used facilities but had problem with access or with use of terminals	51	23.9
Didn't use this facility	103	48.4
	213	100

Problems Experienced Using Main Computer and Batch Programs in "A" Building

6 Often it would take hours to get results from computer card turn-ins.
4 Too crowded
2 There weren't enough terminals. Turnaround time was so long, sometimes I could run a program only once a day.
1 Big rush toward end of semester.
1 Frequent breakdowns.
1 A lot of times I had to wait days to get a program back.
1 Summer turnaround time was at times over two hours.
1 I thought help was partial and certain people used more time.
1 It's mass confusion in there.
1 Student programs have absolute lowest priority. Every report the College and State wants are run first.
1 Too much downtime, constant keypunch errors.
1 At times those who work at the desk portray unhealthly attitudes of superiority and/or power.

Problems Experienced Using Computer Terminals in "D" Building

28 It was crowded.
4 Computers were down a couple of times; the terminals were always being used; had to wait in line.
2 It was always crowded and there were always time limits set and most of the programs were too long for the time limits.
2 Sometimes needed more terminals.
2 Had to wait at least 15 minutes several times for a terminal.
2 When the system was down.
1 They were closed for repairs one day.
1 It was very crowded and a long wait for terminals, most of the time there were no instructors.
1 Rush near end of semester.
1 Just schedule of time available problems.
1 I thought help was partial and certain people used more time.
1 Had several problmes getting programs to run.
1 Saturday DPR 101 from 8:00 - 10:45 had terminal access only after 10:00.
1 Not paying attention in class.
1 Classes being taught in room prevented access to terminals.
1 The terminal was closed so often without any notice.
1 Not enough time for all who were required to use it; arrogant staff.

Usefulness of Computers or Terminal Work to Present Situation

	1975	1977		1979	
	Percent	Number	Percent	Number	Percent
Use of terminal and computer a help in present situation	26.4	61	28.8	63	34.6
Not relevant to present situation	41.8	64	30.2	53	29.1
Didn't use the terminals at Harper	31.8	87	41.0	66	36.3
	100.0	212	100.0	182	100.0

Examples of How Computer Experience at Harper Has
Been Useful in Student's Present Situation

21 Gained understanding of functions.
6 No specifics
3 Have used it again.
3 Just completed course in Fortran Programming, Harper's system aided me.
3 I learned faster.
3 It allows me access to computers at my present college.
2 In my further courses of study.
2 Operating a CRT.
1 It is expected of all students to have some basic computer background.
1 I feel more comfortable around them now.
1 Orientation, introduction basic man-machine communication.
1 A little, but it doesn't directly apply.
1 Only used it once.
1 It was necessary for Physics and Chemistry.
1 But the basic course I took did not transfer.
1 Work and school.
1 Logic in general.
1 Because my job deals directly with input to a computer.
1 Have taken two computer classes since.
1 A little, but I still had a hard time in another computer class at Northern.
1 Cuts tedious computation time;also anticipate this being valuable later.
1 Some analysis programs proved beneficial.
1 I am now majoring in Computer Science.
1 It just enabled me to get out of another class.
1 I am using them at Western Illinois University and am familiar with them and find the second half of statistics very easy because of this.
1 Word Processing, understanding of working memory, etc.
1 Helped me at Northern Illinois University with my computer course.
1 I work with computer printouts and programs everyday.

Reasons Why Computer Experience at Harper Has
Not Been Useful in Student's Present Situation

13 No specifics
7 Has not yet presented itself in my line of work.
6 I haven't used it since.
5 I have no contact with a computer in my present classes.
4 Not related to career.
2 It was a required course.
2 Because I thought my instructor was awful.
2 The only time I used a terminal was to run a computer simulation of a physics experiment.
1 It doesn't fit into my field which is Philosophy.
1 I used the computer so little and with just general knowledge this does not apply.
1 Changed majors.
1 Part-time instructor didn't spend much time at computers, only in lecture.
1 I only took basic, have to take Fortran.
1 In the current Computer Science classes nothing I learned is applicable.
1 Data Processing course was worthless.

Reasons Why Computer Experience at Harper Has
Not Been Useful in Student's Present Situation (continued)

1 The Computer Science class I took used punch cards.
1 Personally, the computers frustrated me and I learned very little.
1 This is not my field or discipline.
1 Too complicated.
1 I'm taking Fortran now while I took basic at Harper.

Change in Educational or Vocational Goals

	Change Index	1974	1975	1977	1979
More than one major change	3	8.7	7.5	9.9	6.2
One major change	2	19.9	21.5	21.7	23.2
Made only minor change(s)	1	15.8	11.0	19.3	19.0
Not sure if change made	0	9.8	8.0	5.7	8.5
Never	0	45.8	52.0	43.4	43.1
		100.0	100.0	100.0	100.0
Index of change		.82	.77	.92	.84
Number of responses		297	400	212	211

Services Used in Making Changes	1975	1977	1979
Magazine articles and job opportunity ads	-	.9	64.7
Counseling	35.0	39.8	52.0
Career library	6.3	19.4	44.1
Placement office or job service	3.8	5.6	38.2
Talk with faculty	5.6	7.4	14.7
Made decision on own without outside aid	70.6	41.7	14.2
Specific courses helped	3.1	3.7	11.8
Talk with friends or relatives	.6	3.7	2.9
Four-year college literature and catalogs	-	-	1.5
Requirements of major fields	-	-	1.0
Counseling from four-year colleges	-	-	1.0
Job availability in market	-	-	1.0
Courses available on schedule	-	-	1.0
Financial Aid Office	.6	-	-
Testing	.6	-	-
Total students who made changes	160	108	102

Evaluation of Academic Advising at Harper	1974	1975	1977	1979
Student saw counselor only at registration as required	46.4	35.3	49.1	50.2
Student saw counselor at times other than registration	53.6	64.7	50.9	49.8
	100.0	100.0	100.0	100.0
Number of respondents	237	340	175	267

Evaluation of Academic Advising System by Transfer Alumni Who Saw Counselors at Times Other Than When Required at Registration

	1974	1975	1977	1979
Needed academic advice, but didn't ask for it	3.0	3.8	1.7	3.4
Readily received help from a counselor	39.7	42.4	37.7	40.1
Had trouble getting counseling help needed	11.0	18.5	11.4	6.4
Advising received from a counselor was not very helpful	19.0	19.1	21.1	16.9
Advising received from a counselor was very helpful	20.3	27.9	30.3	17.6
Received helpful advice from a faculty member	17.3	22.4	28.6	18.0
Advice received from a faculty member was not helpful	1.7	1.5	.6	1.5
Number of respondents	237	340	175	267

Examples of How 1979 Transfer Alumni Had Trouble Getting Counseling Help Needed

2 Not available
2 Conflicting advice from counselors.
1 No explanation
1 The counselors knew nothing about schools (including Harper).
1 Had little information on the college of my choice.
1 Counselors weren't sure what they were doing, did better without any advice.
1 Never saw the same counselor twice, they didn't know me, they acted as if I was wasting their time.
1 Counselors were unprofessional and uneducated.
1 My first year I talked to two different people who did not know anything. My last year I spoke to someone after I had already taken the courses and he was a big help.
1 They were never around or they discouraged me.
1 Counselors didn't volunteer information which was important.
1 Rushed me through; had trouble getting more than 5 minutes with an academic advisor.
1 Counselors didn't know much about my field in Illinois schools.
1 Never had any help, I was left to figure everything out on my own.
1 Had trouble getting in to see her, not around much.

Why Counseling Received Was Not Helpful

3 Counselor gave me wrong information as to which courses I could transfer.
2 Didn't seem to have read the college catalog.
1 Engineering counselors did not give total or correct information for transfer to University of Illinois.
1 They had little information on the college of my choice.
1 Counseling is helpful for transferring or short term plans, but not long term plans.
1 Stated to me what I already knew, gave me incorrect information on some occasions.
1 Courses he told me to take did not help me in my present field.
1 Was given wrong advice, had to go a semester longer.

Why Counseling Received Was Not Helpful (continued)

1 Was given wrong advice, had to go a year longer.
1 Made transfer difficult.
1 The counselor advising for the University of Illinois-Circle Campus
1 I did receive help readily from a counselor, but did not actually solve any of my problems.
1 Difficulty relating to the counselor.
1 They led me to a wrong selection of courses some of which were not transferable.
1 I felt that I was not advised well.
1 Counselors often were not aware of what courses could transfer.
1 Couldn't seem to answer a specific question, very evasive, noncommittal and uninterested in helping.
1 As an incoming freshman, counselor didn't seem to take an individual's goals into perspective, only looked at the group.
1 They didn't seem to know much about various admission policies and proceedures of different schools.
1 I was told I had to go to school full-time or not at all.
1 At the time, my major was Child Development, and the counselor did not know anything regarding it.
1 The one time I saw a counselor, I didn't get the specific information I was seeking. However, I'm used to having to find out things for myself.
1 Counselor did not really explain Northern Illinois University's standards for the Business school, so I changed my major to Liberal Arts and prolonged my education an extra year.
1 Counselor discouraged me in my career choice.
1 Wound up in two courses that wouldn't transfer and lost hours because of it.
1 Counselor had very few solutions to my academic situation.
1 I will not graduate this spring due to poor counseling.
1 It was irrelevant to my goals.
1 In transferring I lost a semester. Electives did not transfer over to my major. I should have stayed only one year or taken different classes. An AA degree seemed a waste of time.
1 I had never received a clear answer as to questions on courses at Harper or for transferring.
1 I received some poor advice from one counselor about a course I took (on her advice) at Harper.
1 I wasn't sure I received the right information.
1 Had no guidance, very impersonal attention.
1 Got off on wrong start.
1 They screwed me up first semester.
1 Counselor could not help me get information about Circle. Went on my own and brought it back to the counselor. He wanted to know how I went about getting information.
1 I received better information from other students and faculty. Counselors were not too informative.
1 The help I received was wrong.
1 Counselors are not really informed themselves and mislead students.
1 Only used it once, didn't get enough information to try again.
1 Counselors should get together, one says one thing and another says something else.
1 Took courses that wouldn't transfer, counselor gave me wrong advice.

Why Counseling Received Was Very Helpful

3 Helped me focus on goals.
2 Aided in my transfer to my university.
2 Bruce Bohrer was very helpful.
2 Helped me make the right choice about what courses to take.
2 Told me which courses would transfer which was very helpful.
2 Transfer information.
2 Always answered my questions readily.
1 But there wasn't enough information about the best education needed for a professional pilot.
1 Helped in my return to college after several years as a homemaker.
1 Suggested further courses of study at a four year school.
1 Except for admission into Harper, all other counseling I received was helpful.
1 It made me aware of the alternatives and sources of further information.
1 Testing was very revealing.
1 I was helped into what I wanted to learn.
1 The counselor recommended a good schedule, but did not stress to do extremely well in tools.
1 I got more personal attention at Harper than at Illinois State University.
1 Helped me decide on which university to apply to.
1 Counselor helped me decide on classes and gave information on four-year colleges.
1 Counselor helped me decide which school to go to also gave me references for my job.
1 Ray Hylander helped me transfer all my classes.
1 He didn't lie.
1 They were always willing to be of help.
1 Bruce Bohrer, Phil Troyer and others were very sensitive to my needs.
1 Helpful at registration time and in researching a possible school I was thinking of attending.
1 Transfer of units from another school.
1 Advised me to get an AA rather than meet the requirements of the college I transferred to.
1 Was counseled as to what courses to take that would be transferable in my major.
1 I saw a counselor only twice so I took only required courses, not something I couldn't use later.
1 Although it was very helpful, it was only because I made it a point to see him, otherwise he did a terrific job.
1 They kept me interested in my goals.
1 Some information was misleading. Example: Some of my Humanities credits transferred to University of Illinois and counted only as Social Science.
1 I got some very good advice from Dr. Nelson.
1 Helped me check credits for graduation.
1 Was the voice between me and the school I wanted to attend.
1 Gave me good recommendations.
1 Helped me decide on courses, which helped a lot.
1 I think they gave me good advice.
1 Spent a lot of time there; I think it is one of the best things the school has going for it.

Why Advice Received From Faculty Was Not Helpful

1 Took too many Data Processing courses, not enough Mathematics.
1 Faculty has a very low opinion of me and tried her best (which she succeeded in doing) to get me to change my major.
1 I needed help with translation of my foreign transcripts and was wrongly advised. At Northern Illinois University, I received 30 hours of credit for my foreign transcripts after I took the classes at Harper.
1 Told me I had enough credits to graduate and after evaluation I was short 1 hour.

Student Activities by Rank Order of Their Net Benefit to the Alumni

	1975 Alumni			1977 Alumni			1979 Alumni		
	a	b		a	b		a	b	
	Times Nominated As Most Beneficial Activity	Times Nominated As Least Beneficial Activity	a/b	Times Nominated As Most Beneficial Activity	Times Nominated As Least Beneficial Activity	a/b	Times Nominated As Most Beneficial Activity	Times Nominated As Least Beneficial Activity	a/b
Guest speakers	97	19	5.10	62	9	6.89	53	12	4.42
Films	77	18	4.28	41	11	3.73	39	10	3.90
Concerts	104	15	6.93	69	9	7.67	45	12	3.75
Harbinger	82	81	1.01	72	10	7.20	25	12	2.08
Varsity athletics	14	81	.17	15	33	.45	66	39	1.69
Mini courses	22	21	1.05	9	12	.75	15	19	.79
Clubs	16	52	.31	11	28	.39	15	32	.47
Radio Station	43	39	1.10	25	24	1.04	8	19	.42
Intramural sports	5	70	.07	14	31	.45	11	33	.33
Human Potential Seminars	15	34	.44	16	17	.94	6	21	.29
Other	10	5	2.00	11	0	∞	13	0	∞
Total	485	375	1.29	345	184	1.88	296	209	1.42

Other Activities Cited By 1979 Alumni

	N
Studio Theater	2
Student Senate	2
Peer Counseling	2
Point of View	2
Field trips	1
Institutional Committees	1
Pom-Pom Squad	1
Band	1
Center for Meteorite and Planetary Studies	1
Total	13

Evaluation of Office of Financial Aid

	1974	1975	1977	1979
Didn't require or qualify for financial aid	66.2	67.3	64.6	65.0
Might have qualified,but I never got around to applying	8.0	10.8	10.6	9.4
Applied for financial aid - was turned down-was very dissatisfied with the operation of Financial Aid Office.	2.9	2.2	2.0	3.9
Applied for financial aid,but was turned down. However, was reasonably satisfied with the performance of the Office of Financial Aid.	2.2	3.0	4.6	4.9
Received financial aid, but was not satisfied with the performance of the Financial Aid Office.	2.2	1.5	.5	1.5
Received financial aid and was very satisfied with the performance of the Financial Aid Office	18.5	15.2	17.7	15.3
	100.0	100.0	100.0	100.0
Number of responses	276	269	198	203
The Financial Aid Office at Harper helped me secure financial aid at the institution I am now attending.	2.5	1.5	.5	.5
Ratio of satisfied to dissatified with performance of Office of Financial Aid.	4.1	4.9	8.8	3.7

HARPER EXPERIENCE

Hours Worked Per Week While Attending Harper	1973	1974	1975	1977	1979
I didn't work	11.4	8.4	11.7	9.9	13.3
1 to 5 hours	3.1	0	.7	2.4	1.5
6 to 10 hours	3.8	4.0	3.3	4.3	4.3
11 to 15 hours	6.9	10.4	6.6	9.5	7.0
16 to 20 hours	22.7	26.5	19.8	25.1	30.4
21 to 25 hours	16.9	18.8	26.6	16.6	21.7
26 to 30 hours	15.2	11.8	10.9	12.3	7.1
Over 30 hours	20.0	20.1	20.4	19.9	14.7
	100.0	100.0	100.0	100.0	100.0
Number of responses	-	298	274	211	323
Mean number of hours	20.52	21.10	21.02	20.31	18.89

Relation of Work to Major Field at Harper	1974	1975	1977	1979
Identical	19.1	22.4	20.1	19.6
Related or beneficial	21.1	22.4	19.6	24.7
Of little benefit	59.8	55.2	60.3	55.7
	100.0	100.0	100.0	100.0
Number of responses	261	246	189	280

Hours Spent Per Week in Extra-curricular Activities	1973	1974	1975	1977	1979
Did not participate	64.8	55.7	73.4	80.1	79.0
1 to 3 hours per week	17.5	33.9	14.2	10.4	11.1
4 to 7 hours per week	6.6	3.8	5.8	5.2	4.6
8 to 12 hours per week	5.2	3.8	2.5	1.4	2.5
Over 12 hours per week	5.9	2.8	4.0	2.9	2.8
	100.0	100.0	100.0	100.0	100.0
Number of responses	-	393	275	211	324
Mean number of hours	2.12	1.69	1.46	1.06	1.14

Hours Spent Per Week Informally in Student Center	1973	1974	1975	1977	1979
Less than one hour	29.4	33.8	28.1	33.2	33.0
1 to 6 hours	50.7	46.1	48.9	52.6	55.0
7 to 12 hours	13.0	14.1	20.5	11.4	10.5
12 to 20 hours	5.5	3.5	1.8	2.8	.9
Over 20 hours	1.4	2.5	.7	0	.6
	100.0	100.0	100.0	100.0	100.0
Number of responses	-	284	278	211	324
Mean number of hours	4.39	4.31	4.27	3.54	3.39

Other Comments

The ALS program was particularily beneficial in non-tangible ways, people to people relationships primarily. This questionnaire does not provide the opportunity to pay adequate tribute to that splendid program. I found the Mathematics program at Harper to be excellent preparation for a four-year university.

Harper is more conducive to learning than many other community colleges. Harper should offer a tool and die curriculum similar to Triton's. Harper should become a four-year college.

Harper is an excellent two-year school. I wasn't prepared for the level of difficulty of classes at University of Illinois.

Education at Harper satisfied personal requirement for training in the business area. I was pleased with personnel and services.

The faculty and counselors are just about worthless. I think I had only five instructors who I would rate as very good and the counselors are joke.

Harper doesn't offer much of a "core" curriculum that University of Illinois Circle requires of engineers. Because of this I have to go another year.

As an older student interested in a college education strictly as a means of self-development, there are many things on this questionnaire I cannot aptly judge, but my academic experience was overall a good one.

Harper is a good, inexpensive alternative for the first two years. It gives you the opportunity to work and get your act together.

Harper was an excellent junior College and prepared me fairly well for a four-year university. I will recommend it to those who wish to take classes there.

The sidewalks were never cleared of ice from the Euclid parking lots.

The education I received at Harper has benefitted me greatly.

Wide range of classes and programs makes Harper an excellent starting point for people going to school. It is a well known and good school.

I'm always interested in what Harper has to offer in credit courses and continuing adult education. I consider it an important part of the Northwest Community.

The faculty is terrific, buildings are attractive and well maintained; course offerings and community involvement are commendable.

It was a great experience for me. Thank you for making it possible for a 50 year old student.

Harper needs more activities to stimulate student involvement and concern. I never felt the college had much of an atmosphere for student involvement or learning experience.

Harper generally was a good school. There were only two instructors I thought were not qualified.

Registrars' Office could be more efficient and interested in helping students. Faculty often difficult to find during posted hours. Food Service excellent. In general I am very satisfied with Harper and hope it continues to meet the students' needs.

Other Comments (continued)

Good school, night class instructors are getting better.

Keep a full-time teaching staff.

Harper was excellent in getting me ready for upper level classes.

It allowed me to pursue interests other than my major. Found the quality of education very good to excellent.

Registration set was excellent, made registration and class selection a breeze. Add/drop system was excellent. Architecture program was very good.

I enjoyed Harper socially and academically, I saved a lot of money and I got the same hours and knowledge I would have had, had I gone away for the first two years.

Everything the community is asking for, Harper appears to be striving to offer.

Harper made it possible for me to attend school, because I was able to work and it was cheaper.

I strongly feel that the evening courses at Harper had low priority, inferior instructors, poor scheduling, so much so that I am considering lawsuits. We pay the same tuition as others!

Excellent teaching faculty; atmosphere is a learning one. Only criticism is lack of activities or lack of enthusiasm or push for activities.

I felt Harper was as beneficial to me as going to a four-year institution the first year. I think Harper students learn more of a sense of responsibility than many students who go to a four-year school right away.

I recommend going to a community college, especially if universities wouldn't discriminate against transfers. I enjoyed Harper.

Most of the teachers were very good, interesting and helpful

Overall, I was very satisfied with Harper, especially the variety of courses and times offered.

My time at Harper was enjoyable and very interesting. A computer error caused a problem at one time. I learned many things and see Harper as a value to our community.

For me, Harper has been a great personal growth experience.

It was a very good school. Well-rounded programs and activities for students and community.

The experiences available in Student Activities should be used in recruiting purposes. Student activities, especially WHCM were extremely beneficial to me.

Harper was helpful in my getting admitted to Northern, and it was cheaper, but in the long run, I am behind, because not all my classes transferred.

Excellent programs and instructors. Weak on counseling. Beneficial courses taught well. Need for summer tutors in Mathematics department.

The buildings need work and the Business Office could be a bit more efficient. I had to apply twice to get my CLEP scores sent to my present institution.

I enjoyed Harper and am glad I went. I developed good study skills which prepared me to continue my education.

I think Harper prepared me well for a four-year college. The quality of teachers at Harper was also excellent.

Other Comments (continued)

Harper served its purpose as an inexpensive place to start my college education. I wish that I had taken an interest in more extracurricular activities, but I never really had access to any of this type of information.

Harper is an excellent college and I am glad I was able to stay at home and work.

It helped me grow up.

Instructor evaluation should be more strict; it seemed only the good instructors used them. I feel instructors should be more helpful and try harder to work with night students who are holding down full-time jobs. I received much criticism due to absences, as I travel on business. I feel this should be expected in "night type" situations. This is my biggest complaint toward this or any other college giving night programs, especially in light of my academic standing and GPA.

I know that others share the opinion when I say Harper is a community college of very high standards.

As a transfer student out of Harper, I was not told the whole concept of what a four-year institution would require. Harper gave me background, but not much of a start.

Overall, Harper is a good two-year college, although it could have been more helpful in counseling.

I did receive VA benefits.

I enjoyed attending Harper and helped me gain experience I needed to continue my education.

At age 50, my experience at Harper was rewarding; it prepared me for today's world and fulfilled my needs.

Good school to attend when not sure what type of career to follow, yet could have helped me considerably if instructor would have made me stick to one curriculum rather than making sure I achieved my goal of 60 hours.

I liked Harper and wish I had gotten involved more. I thought some of the teachers were excellent.

If students are going to transfer, they should get at least a 3.75 GPA or better. Harper is relatively easy compared to a four-year college.

Three of my Business teachers were simply better teachers than any I've experienced at Northern Illinois University. Lack of sports at Harper.

I felt that Harper is an excellent school. My only concern for the school is the social atmosphere. I feel the students are apathetic and show no interest in participating in the spirit of the college.

Harper was very challenging and I felt exceptionally prepared for a four-year institution. Between classes there was a variety of places to go and things to do for students who preferred to stay on campus.

Other Comments (continued)

At Eastern, all lab classrooms are open evenings, Saturdays and Sundays. If I had the same opportunities at Harper I would have had better grades.

Harper is, overall, a very good junior college for students unsure or not ready for future college.

Teachers at Harper were very good and made being in class a pleasant experience.

I was only dissatisfied with a couple of my teachers. However,I look forward to returning to Harper to complete my AAS engineering degree in the near future.

General observation: The quality of my experience at Harper and the people (students, faculty, and employees) would rank "excellent".

It was a good experience and I would probably do it the same way if I had to.

Very worthwhile, I'm glad I attended and graduated from Harper.

I enjoyed attending Harper; for the most part teachers were very knowledgeable and helpful, especially Accounting and Data Processing.

I enjoyed Harper.

Displeased with both organic and inorganic chemistry teachers and philosophy (ethics) class. Students should not be allowed to withdraw up until the last week of class. This makes students lax and gives them an easy out, which hinders students from taking responsibility needed in other colleges. Summer school offerings are substantial in variety.

I feel strongly that parking facilities should not be separate for students and teachers.

In my opinion, most of the teachers I had gave most of their attention to the students in the over-35 bracket.

Parking lots are too far from classes, teachers don't know enough about their students.

Course content and examinations are basically equivalent to DePaul in relative difficulty; however, not nearly as much homework required at Harper.

Of the three Junior Colleges I've attended (Triton, Morton, Harper), Harper is unquestionably the superior of the three. Would like to see it expanded to a four-year school.

Excellent academically..... the pits socially. Improve PR, get a better public image, perhaps by recruiting more or consider changing into a four-year school with dorms. Harper definitely has the facilities.

I feel it's an excellent school and should be made into a four-year college. I know I would have gone four years. The courses and faculty are every bit as good and in some cases better than the university I am now attending.

I'm glad Harper offers Continuing Education.

I think the community would benefit from Harper turning into a four year institution. Harper should up their standards.

Harper prepared me very adequately for my present position as a Registered Nurse.

Other Comments (continued)

Art classes should carry 3 credit hours. I have to repeat courses at Northern Illinois University, because at Harper I got only 2 credit hours in some studio courses.

I felt the physical education department met all my needs. I feel my work at Harper more than amply prepared me for Northern Illinois University.

It's a good school and I'm proud to say I have attended. You gave me a good basis for a Bachelor's degree and career.

I think I've learned a lot in my six years at Harper. I hope that the things I learned here, I will use in my career.

Harper is an excellent two-year college; the facilities for learning are just as good as most major universities.

I found Harper a good opportunity to earn college credit and work while living at home, even though the buildings are falling apart.

Harper was an excellent place to work. The atmosphere was always friendly and relaxed.

For me, I was never really involved at Harper; I went to class, then came home. Although the education I received was of major importance, I never got to know my fellow students. Now that I'm at Northern Illinois University, I have some social regrets about going to Harper rather than going away to college and having to live with other students.

It is a valuable asset to the community. I would like to see it become a four-year institution, because there is a dire need for it in this community.

Student to student relationships are bad. Students just want to get out and not stick around.

The art department needs tremendous improvement desperately. Not one thing taught in art class is practical or applicable to a career in art.

Overall it was a good experience, helped me decide where I was going or what I wanted to do. Certain classes were quite beneficial in getting my job.

Harper is a very good school for education. Helpers in the computer terminal room in D Building are a very good idea. Main problem with Harper is lack of getting people involved in activities.

I enjoyed my time at Harper. I was very happy with teachers (all but one), the courses and the atmosphere. Friends of mine have gone to Oakton and College of Lake County and neither, in my opinion, is half as good as Harper. Unfortunately I never had time for the social part of Harper, but I'm sure they were good too.

The counselors at Harper need a better knowledge of what courses are transferable to which four-year colleges.

I was not happy with my advisement and getting my AA proved to be wasted credit hours that only put me behind. I enjoyed the teaching faculty and friends I made, but I have advised many not to attend Harper longer than one year.

In my opinion, Harper is an excellent school. I learned a great deal there. I think a better attempt should be made to encourage students to see an advisor/counselor. They are the most important people and can really be helpful.

Other Comments (continued)

I had a few English instructors who weren't worth a damn; two people passing out of 30 isn't too good. It put me behind with my goals.

Build new buildings safer, so they don't collapse.

Harper enabled me to transfer classes and follow my curriculum with ease. It gave me an excellent two years of college.

Kolzow's reading class (105) should be stressed, especially for returning students. The instructors on the whole were very friendly and helpful in making an education a treat and studying enjoyable. McGrath is helping Harper in every way.

A good school.

I would recommend Harper to anyone. It was helpful to me in preparing for the University of Arizona. It helped me to settle down and learn to study.

My education in language was not intense enough, especially in German.

Very qualified and responsive instructors, course material and selection most stimulating,telephone registration most accessible.

Public Safety needs a lot of improvement and you should fire all those lazy janitors and give the jobs to someone who wants to work!

Harper should open some other room to study after 10:00 p.m. if it is necessary to close the library.

After attending Harper, I find I am able to compete academically with other students very well at Northern Illinois University. My experiences at Harper were most rewarding. The faculty was excellent, with the exception of one economics teacher who was not able to convey course material well.

Health Service at Harper is excellent.

I liked Harper. I think Mrs. Inbody is a great counselor. Make parking closer or make underground walkways.

Summary of Other Comments

	N	PCT
Positive comments	57	61
Mixed comments	19	20
Negative comments	18	19
Total	94	100

Data Section Comparing Alumni Leaving Harper vs. Alumni Remaining at Harper for a Third Year

	Alumni Remaining at Harper After Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
	1973	1974	1975	1977	1979	1973	1974	1975	1977	1979
Percent remaining in an identical field						34.5	36.1	35.6	36.2	37.2
Percent remaining in an identical or closely related field						55.9	56.6	58.3	56.8	64.6
Present Status										
Employed F-T, not in college	0	0	0	0	0	23.1	18.2	20.7	22.1	15.6
Employed F-T, enrolled P-T	18.2	59.6	44.4	44.4	39.3	5.1	4.7	2.4	4.7	2.8
Employed F-T, enrolled F-T	9.1	0	1.4	5.0	9.8	4.4	3.5	2.6	1.0	.9
Enrolled F-T, employed P-T	0	3.5	20.8	14.8	12.5	1.4	20.8	17.8	20.5	24.1
Enrolled F-T, not employed	50.0	8.8	6.9	4.9	10.7	55.1	46.6	52.2	44.5	46.7
Enrolled P-T, employed P-T	18.2	24.6	15.3	18.5	14.3	2.1	1.2	.8	1.9	.5
Employed P-T, not in college	0	0	0	0	0	2.1	1.9	1.9	1.9	4.2
Enrolled P-T, not employed	4.5	3.5	11.2	12.4	13.4	.2	0	.3	0	1.4
Armed services	0	0	0	0	0	2.1	0	0	.3	0
Unemployed, but seeking employment	0	0	0	0	0	1.4	1.2	.5	.9	.9
Housewife	0	0	0	0	0	1.4	0	.3	2.2	1.0
Other unemployed	0	0	0	0	0	1.6	1.9	.5	0	1.9
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	22	57	72	-	112	433	423	377	317	212
Percent still at Harper	4.8	11.9	16.0	20.4	34.6					
Educational Goals										
Presently enrolled F-T	59.1	12.3	29.6	24.7	33.0	61.0	70.9	72.7	65.9	71.7
Presently enrolled P-T	40.9	87.7	70.9	75.3	67.0	8.8	5.9	3.4	6.6	4.7
Plan to return to college next year	0	0	0	0	0	10.4	8.8	10.3	10.4	8.0
Plan to return to college some day	0	0	0	0	0	10.6	6.6	5.3	9.2	6.6
Presently enrolled in specific training program	0	0	0	0	0	.7	.7	3.8	.3	.5
No plans to continue education	0	0	0	0	0	3.9	4.3	3.2	3.8	3.8
Educational plans unknown	0	0	0	0	0	4.6	2.8	1.3	3.8	4.7
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	22	57	72	81	112	433	423	377	317	212

Data Section Comparing Alumni Leaving Harper vs. Alumni Remaining at Harper for a Third Year (continued)

	Alumni Remaining at Harper After Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
Graduation Status	1973	1974	1975	1977	1979	1973	1974	1975	1977	1979
A.A. degree	13.6	8.8	6.9	12.4	39.3	46.9	45.2	45.9	48.4	43.1
A.S. degree	4.6	8.8	4.2	3.7	14.3	16.6	18.6	17.2	15.2	21.8
A.A.S. degree	0	7.0	6.9	2.5	4.4	3.9	4.7	2.4	1.6	6.6
ALS degree	0	0	0	0	0	0	0	0	0	.5
Combination of degrees	0	0	5.6	1.2	2.7	.9	1.7	2.9	.6	2.8
Certificate	0	3.5	5.6	4.9	.9	0	.5	.8	1.6	.5
No degree	81.8	71.9	70.8	75.3	38.4	31.7	29.3	30.8	32.6	24.7
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	22	57	72	81	112	433	409	377	316	211
Job Information	1973	1974	1975	1977	1979	1973	1974	1975	1977	1979
Retail stores - sales	0	0	12.8	12.7	8.8	1.2	2.9	20.5	12.1	20.3
Business or finance	8.3	12.3	12.8	15.7	24.5	20.7	19.2	13.0	16.0	17.2
Food Services				3.0	3.5				10.3	11.7
Trades	8.4	1.8	10.3	6.7	7.0	5.8	10.6	8.0	8.4	10.9
Office or clerical	16.7	17.5	5.1	11.9	19.3	11.5	16.3	12.0	13.6	9.4
Medical fields	8.3	8.8	10.3	4.5	5.3	6.9	4.3	4.0	4.8	7.0
Educational	0	1.8	7.8	1.5	3.5	5.7	7.2	7.0	6.6	6.3
Legal, governmental or political	8.4	5.2	0	6.0	1.8	8.0	2.4	1.0	2.4	4.7
Factory semi-skilled	0	12.3	17.9	14.9	3.5	9.2	6.3	5.0	8.4	3.1
Communications and entertainment	0	0	0	0	0	0	0	0	0	3.1
Engineering or related technology	8.3	14.0	12.8	4.5	3.5	6.9	2.4	4.0	5.4	3.1
Sales	8.3	5.2	2.6	6.7	10.5	19.5	11.1	8.0	3.6	2.4
Environmental				0	0				.6	.5
Social or religious	0	1.8	2.5	2.2	2.6	0	1.9	2.0	3.0	0
Arts or Humanities	8.3	0	0	2.2	.9	1.2	1.9	4.0	.6	0
Scientific	0	3.5	0	1.5	5.3	3.4	5.3	2.5	1.2	0
Other	25.0	15.8	5.1	0	0	0	8.2	9.0	0	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	12	57	39	67	57	87	208	100	166	64

Data Section Comparing Alumni Leaving Harper vs. Alumni Remaining at Harper for a Third Year (continued)

Relatedness of Job to Major Field at Harper	Degree of Relatedness	Alumni Remaining at Harper After Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
		1973	1974	1975	1977	1979	1973	1974	1975	1977	1979
Identical	3	-	11.8	16.4	10.6	10.6	-	8.8	8.5	11.0	16.7
Closely related	2	-	15.7	11.5	21.2	29.4	-	10.8	15.1	11.0	16.6
Somewhat related	1	-	15.7	24.6	18.2	24.7	-	18.0	17.0	18.9	17.7
Not related	0	-	56.8	47.5	50.0	35.3	-	62.4	59.4	59.1	49.0
			100.0	100.0	100.0	100.0		100.0	100.0	100.0	100.0
Number of responses			51	61	66	85		194	176	164	102
Degree of relatedness			.83	.97	.92	1.15		.66	.73	.74	1.01

Status Level	Status Index	1973	1974	1975	1977	1979	1973	1974	1975	1977	1979
Unskilled labor	1	0	14.0	11.5	12.1	10.7	0	18.7	14.8	15.3	15.8
Semi-skilled	2	25.0	30.0	34.4	31.8	23.8	26.2	29.0	39.2	36.2	26.7
Technician, skilled labor or foreman	3	8.3	8.0	11.5	19.7	22.6	16.7	14.0	11.7	16.6	13.9
Beginning professional	4	50.0	32.0		25.8	29.8	29.7	29.5	23.5	28.8	33.7
Experienced professional or second line supervisor	5	16.7	16.0	8.2	7.6	11.9	19.0	7.3	8.4	3.1	8.9
Creative scientist, researcher or Upper middle management	6	0	0	3.3	3.0	1.2	4.8	1.0	1.8	0	0
Vice president or higher	7	0	0	1.6	0	0	3.6	.5	.6	0	1.0
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses		12	50	61	66	84	76	193	166	163	101
Mean index level		3.58	3.06	3.05	2.94	3.12	3.70	2.83	2.80	2.68	2.97

Data Section Comparing Alumni Leaving Harper vs. Alumni Remaining at Harper for a Third Year (continued)

Annual Salary	Alumni Remaining at Harper After Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
	1973	1974	1975	1977	1979	1973	1974	1975	1977	1979
Under $3,328	8.3	3.0	0	5.6	0	3.6	3.5	1.2	0	0
$3,328 to $4,159	0	0	0	0	2.1	1.2	0	0	0	0
$4,160 to $4,999	0	6.1	3.7	0	0	8.3	5.9	2.3	0	0
$5,000 to $6,999	58.4	18.2	18.5	2.8	0	26.2	21.2	20.9	16.5	0
$7,000 to $8,999	8.3	18.2	18.5	8.3	10.4	21.4	21.2	26.8	16.4	8.3
$9,000 to $9,999	0	9.1	11.1	13.9	16.7	7.1	10.6	10.5	15.2	13.9
$10,000 to $11,999	16.7	21.2	11.1	19.4	18.7	10.7	17.6	13.9	13.9	19.4
$12,000 to $14,999	0	18.2	3.7	30.5	14.6	11.9	10.6	9.3	17.7	16.7
$15,000 to $19,999	8.3	3.0	14.8	13.9	22.9	6.0	7.0	11.6	15.2	27.9
$20,000 to $24,999	0	3.0	14.8	2.8	6.3	1.2	2.4	2.3	3.8	8.3
$25,000 to $30,000	0	0	3.8	2.8	8.3	2.4	0	1.2	1.3	2.8
Over $30,000	0	0	0	0	0	0	0	0	0	2.8
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Salary	$7667	$9755	$12484	$12361	$14234	$9297	$9464	$10118	$11449	$14500
Median Salary	$6571	$9667	$9833	$12000	$12429	$8000	$8889	$8913	$10273	$13500
Number	12	33	27	36	48	84	85	86	79	36

Job Location	Distance Index									
Downtown Chicago	2	0	6.2	4.9	1.5	7.0	7.1	4.1	1.8	2.4	4.0
Outer fringes of Chicago	1	20.0	6.3	6.6	4.5	5.9	11.9	6.7	7.2	7.3	12.0
Harper district	0	70.0	72.9	73.7	85.1	75.3	50.0	54.1	58.8	60.6	33.0
Other Chicago suburbs	1	0	12.5	14.8	8.9	10.6	16.7	13.9	14.9	9.1	22.0
Within 40 to 100 miles	3	10.0	2.1	0	0	1.2	6.0	5.2	7.2	5.4	13.0
100 to 500 miles away	4	0	0	0	0	0	3.6	7.7	8.9	9.7	13.0
More than 500 miles	5	0	0	0	0	0	4.7	8.3	1.2	5.5	3.0
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean distance index		.50	.38	.31	.16	.34	.99	1.16	.89	1.04	1.48
Number		10	48	61	67	85	84	194	167	165	95

Data Section Comparing Alumni Leaving Harper vs. Alumni Remaining at Harper for a Third Year (continued)

Educational Data		Alumni Remaining at Harper After Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
Class Level	Index Level	1973	1974	1975	1977	1979	1973	1974	1975	1977	1979
Freshman	1	0	0	0	0	.9	0	0	0	.9	.6
Sophomore	2	71.4	50.9	63.8	73.4	50.0	5.4	1.9	4.5	4.8	2.5
Junior	3	14.3	32.7	21.8	12.6	40.2	86.2	88.5	85.4	85.2	68.3
Senior	4	0	0	4.3	5.1	8.0	7.4	8.3	6.9	8.7	28.0
Graduate school	5	0	0	4.3	0	0	0	.3	2.8	.4	.6
Professional school	5	0	0	0	0	0	1.0	.7	.4	0	0
Other	NI	14.3	16.4	5.8	8.9	.9	0	.3	0	0	0
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Index		2.17	2.39	2.46	2.05	2.56	3.04	3.08	3.08	3.03	3.25
Number of responses		14	55	69	79	112	203	312	287	230	161

Data Section Comparing Alumni Leaving Harper vs. Alumni Remaining at Harper for a Third Year (continued)

Present Major Field	Alumni Remaining at Harper After Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
	1973	1974	1975	1977	1979	1973	1974	1975	1977	1979
Business	28.6	36.8	42.9	31.6	35.3	22.6	25.9	22.2	34.8	38.0
Engineering	14.3	5.3	7.1	11.4	17.6	3.9	4.7	3.6	7.0	8.1
Biological Sciences	0	5.3	4.8	4.4	5.9	5.4	7.9	5.7	3.5	6.8
Education	7.2	1.8	0	0	2.2	13.8	11.5	14.2	9.1	6.0
Medical field	14.3	7.0	7.1	1.3	8.8	4.4	3.0	4.1	3.9	6.0
Art	7.1	5.3	7.1	7.6	5.2	2.5	4.1	6.5	6.7	5.1
Other Social Sciences	0	3.5	2.3	1.3	2.9	14.8	6.8	4.1	5.4	3.8
Journalism	0	0	0	0	0	1.5	0	1.0	2.6	3.0
Psychology	0	1.7	4.8	0	2.9	9.3	8.5	12.7	6.3	2.6
Agriculture and Conservation	0	0	0	0	0	2.0	2.4	0	4.3	2.6
Home Economics	0	0		2.5	0	0	1.8	1.0	1.7	2.6
Law related	0	0	0	8.9	0	0	1.2	.5	.9	2.6
Music	0	3.5	0	3.2	1.5	3.5	.9	3.1	1.3	2.1
Humanities and Liberal Arts	14.3	19.3	4.8	10.1	10.3	3.9	4.4	3.6	.9	2.1
Physical Education	0	0	2.3	2.5	1.5	4.4	3.5	2.1	4.8	1.7
Computer Science	0	0	0	2.5	0	0	0	0	1.3	1.7
English, Literature and Speech	0	1.8	2.3	1.3	0	3.5	4.4	7.2	.9	1.7
Math	7.1	1.7	1.2	2.5	0	2.5	2.4	1.3	.9	1.7
Physical Science	0	1.7	3.7	1.9	5.9	2.0	1.8	4.1	1.7	.9
Language	0	1.8	0	.6	0	0	1.5	1.0	1.1	.9
Food Service	0	0	0	1.3	0	0	0	0	.9	0
Architecture	0	1.8	4.8	1.3	0	0	2.1	1.0	0	0
Other	7.1	1.7	4.8	3.8	0	0	1.2	1.0	0	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of responses	14	57	42	79	68	203	339	194	230	117

Data Section Comparing Alumni Leaving Harper vs. Alumni Remaining at Harper for a Third Year (continued)

Degree of Relatedness of Present Major to Major at Harper	Relatedness Index	Alumni Remaining at Harper After Attaining Alumni Status					Alumni Leaving Harper After Attaining Alumni Status				
		1973	1974	1975	1977	1979	1973	1974	1975	1977	1979
Identical	3	-	-	61.8	83.6	52.1	47.3	44.7	44.2	46.2	44.4
Closely related	2	-	-	21.2	5.5	27.4	27.3	23.9	25.4	24.7	31.5
Somewhat related	1	-	-	8.5	7.3	15.0	16.3	17.7	17.4	18.1	14.8
Not related	0	-	-	8.5	3.6	5.5	9.1	13.7	12.9	11.0	9.3
				100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean relatedness index				2.36	2.69	2.26	2.13	2.00	2.01	2.06	2.11
Number of responses				47	55	73	261	322	287	227	162

Cost of Present College	1973	1974	1975	1977	1979	1973	1974	1975	1977	1979
Less than $500	23.1	55.9	54.1	57.1	33.3	4.0	2.9	1.1	4.3	0
$500 to $1,000	38.4	32.4	29.7	31.4	20.9	6.6	8.4	4.6	5.1	2.7
$1,000 to $1,500	15.4	5.9	8.1	8.6	6.3	12.1	6.9	8.8	8.0	2.7
$1,500 to $2,000	7.7	2.9	2.7	0	6.2	13.1	13.3	12.9	6.5	3.5
$2,000 to $2,500	7.7	0	0	0	6.3	28.8	34.5	26.3	15.2	8.8
$2,500 to $3,000	0	2.9	2.7	0	6.2	18.2	14.8	31.9	26.8	17.7
$3,000 to $4,000	7.7	0	2.7	2.9	12.5	17.2	19.2	14.4	34.1	35.4
$4,000 to $5,000	0	0	0	0	6.2	0	0	0	0	15.0
Over $5,000	0	0	0	0	2.1	0	0	0	0	14.2
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean annual cost	$1127	$616	$710	$630	$1590	$2210	$2284	$2390	$2708	$3496
Number of responses	13	34	37	35	48	198	203	194	138	113

Comparison of GPA by Course Types of Harper Transfers vs. Other Students at Illinois State University Fall 1979

Course Type	Harper		Other Community Colleges		Four Year Colleges		Native Students		Cumulative Difference
	N	GPA	N	GPA	N	GPA	N	GPA	
All courses	239	2.69	3485	2.67	1686	2.79	12478	2.70	-.09
Speech and Theater	26	3.21	245	2.74	145	2.98	1244	2.89	+1.02
Information Science	62	3.07	389	2.77	223	2.90	1864	2.73	+.81
History	22	2.68	371	2.38	191	2.55	1971	2.35	+.76
Health Science and Clinical experience	27	3.31	271	3.19	126	3.21	1212	3.00	+.53
Physical Sciences	29	2.51	511	2.35	289	2.41	2916	2.27	+.50
Music	66	3.24	221	3.04	103	3.17	1163	3.07	+.44
Psychology	65	2.56	649	2.36	320	2.54	3199	2.37	+.41
Corrections	32	2.52	224	2.27	93	2.59	1259	2.34	+.36
Special Education Development	33	3.41	263	3.42	106	3.44	782	3.25	+.12
Economics	45	2.38	533	2.27	248	2.44	2460	2.34	+.09
Finance and Law	30	2.63	447	2.51	211	2.68	953	2.69	+.01
Sociology	42	2.59	406	2.54	180	2.66	1997	2.57	0
Art	68	2.91	477	2.94	216	2.94	2122	2.88	-.03
Math	51	2.39	605	2.28	248	2.56	2973	2.36	-.03
Social Work	19	2.86	98	2.88	46	2.92	265	2.91	-.13
Home Economics	23	2.82	162	2.76	106	3.07	692	2.79	-.16
Political Science	30	2.40	332	2.46	176	2.55	1813	2.37	-.18
Management and Marketing	68	2.47	554	2.48	215	2.56	1049	2.63	-.26
Biological Science	28	2.10	323	2.21	180	2.31	1667	2.16	-.38
English	29	2.34	311	2.33	195	2.66	2762	2.50	-.47
Education	50	3.16	419	3.32	181	3.32	941	3.44	-.60
Foreign Language and Philosophy	25	2.40	295	2.50	139	2.75	1672	2.58	-.63
Health, Physical Education, Recreation and Dance	81	2.74	649	2.84	303	2.99	2608	3.02	-.63
Industrial Technology	30	2.64	230	2.83	81	2.98	726	2.85	-.74
Accounting	57	2.10	462	2.32	197	2.34	1432	2.45	-.81
Business Education	21	2.34	297	2.67	26	3.10	246	2.72	-1.14
Percent good standing	85.7		82.4		87.0		88.5		
Percent on probation	13.0		15.1		11.0		9.0		
Percent suspended	1.3		2.5		2.0		2.5		

Comparison of GPA by Course Types of Harper Transfers vs. Other Students at Illinois State University Fall 1979 (continued)

Classification of Harper Transfers

	N	PCT
Seniors	102	42.7
Juniors	80	33.5
Sophomores	45	18.8
Freshmen	11	4.6
Unclassified	1	.4
Total	239	100.0

Comparison of GPA by Course Types of Harper Transfers vs.
Other Students at Southern Illinois University - Carbondale 1978-1980

Types of Courses	Harper N	Harper GPA	Other Community Colleges N	Other Community Colleges GPA	Native Students N	Native Students GPA	Cumulative Difference
All courses (unduplicated heads)	570	2.59	12,405	2.71	24,276	2.55	-.08
Business (course enrollments)	549	2.60		2.49		2.55	+.16
Liberal Arts (C.E.)	711	2.66		2.63		2.64	+.05
School Technology careers (C.E.)	262	3.01		3.08		2.91	+.03
Agriculture (C.E.)	223	2.86		2.89		2.92	-.09
Communication and Fine Arts (C.E.)	481	2.78		2.81		2.84	-.09
Education (C.E.)	297	3.30		3.43		3.31	-.14
Human Resources (C.E.)	221	3.15		3.24		3.20	-.14
Science (C.E.)	253	2.31		2.46		2.46	-.30
Engineering and Technology (C.E.)	156	2.48		2.97		2.71	-.72
	N	PCT	N	PCT	N	PCT	
In good standing	499	87.6	10,765	86.8	20,421	84.1	
On probation	44	7.7	1,018	8.2	2,278	9.4	
On suspension	27	4.7	622	5.0	1,577	6.5	

Harper Transfers

Class Standing	N	PCT
Senior	274	48.1
Junior	134	23.5
Sophomore	119	20.9
Freshman	43	7.5
Total	570	100.0

Length of Time Enrolled	N	PCT
New student	192	33.7
In second year	175	30.7
In third or more years	203	35.6
Total	570	100.0

Credit Hours Transferred In	N	PCT
60 or more hours	148	26.0
48 - 59 hours	91	15.9
Less than 48 hours	331	58.1
Total	570	100.0

Profile of University of Illinois Transfer Students Fall 1979
Harper Transfers vs. Other Transfers

	Harper College Transfers	All Community College Transfers	All Four-Year College Transfers
Number	65	969	816
Percent Liberal Arts and Science majors	36.9	36.2	48.2
Percent Engineering majors	24.6	21.6	14.8
Percent Agriculture majors	12.3	12.0	6.6
Percent Business majors	9.2	8.3	6.3
Percent Fine and Applied Arts majors	9.2	9.4	14.5
Percent in top quarter high school graduation class	50.9	55.1	61.7
Percent in top half high school graduation class	92.7	85.1	88.1
Percent with pre-transfer GPA above 4.25	42.3	52.1	44.7
Percent with pre-transfer GPA above 3.75	84.6	86.1	82.1
Percent transferred as freshmen	7.7	8.7	8.6
Percent transferred as sophomores	40.0	29.0	35.5
Percent transferred as juniors	47.7	53.9	42.2
Percent transferred as seniors	4.6	7.7	9.7
Percent transferring as unclassified	0	.7	4.0

Comparison of Harper Transfers With Other Students at University of Illinois - Champaign

Progress After First Semester at University of Illinois - Champaign

	Harper Transfers				Community College Transfers				4-Year College Transfers				Continuing Native Junior Students			
	1976 Class	1977 Class	1978 Class	1979 Class	1976 Class	1977 Class	1978 Class	1979 Class	1976 Class	1977 Class	1978 Class	1979 Class	1976 Class	1977 Class	1978 Class	1979 Class
Number enrolled	42	51	35	51	678	768	702	766	505	676	587	626	4574	4220	4125	4328
Pre-transfer GPA	4.15	4.12	4.27	4.22	4.22	4.22	4.26	4.26	4.16	4.17	4.18	4.18	3.99	3.99	3.97	3.97
1st semester GPA	3.34	3.60	3.80	3.58	3.63	3.60	3.68	3.66	3.93	3.89	3.93	3.85	4.04	4.03	3.95	3.97
PCT clear	64.3	70.6	82.9	78.4	72.6	73.1	75.8	73.2	85.3	85.7	88.3	82.6	92.3	92.3	91.0	90.4
PCT dropped	7.1	2.0	0	5.9	3.5	4.4	4.1	3.7	3.6	1.6	1.2	1.9	1.2	1.1	1.3	1.3
PCT on probation	23.8	25.5	11.4	11.8	18.9	16.9	15.2	18.1	8.1	9.0	7.8	11.3	4.9	5.2	6.0	5.8
PCT withdrawn	4.8	1.9	5.7	3.9	5.0	5.6	4.9	5.0	3.0	3.7	2.7	4.2	1.6	1.4	1.7	2.5
Retention ratio*	.881	.961	.943	.902	.914	.900	.910	.914	.935	.947	.961	.939	.972	.975	.970	.961

Progress After Second Semester at University of Illinois - Champaign

Number re-enrolled	38	46	607	665	454	605	4415	4079
Pre-transfer GPA	4.14	4.13	4.23	4.24	4.17	4.17	4.03	4.02
2nd semester GPA	3.68	3.72	3.78	3.77	4.00	3.97	4.09	4.08
PCT clear	73.7	82.6	76.6	79.4	85.2	84.1	86.7	87.1
PCT dropped	5.2	6.5	6.3	5.4	4.0	2.5	1.0	1.1
PCT on probation	15.8	10.9	12.2	12.2	5.7	7.3	4.2	4.3
PCT withdrawn	5.3	0	3.9	1.7	1.1	2.1	1.2	1.2
PCT graduated	0	0	1.0	1.3	4.0	4.0	6.9	6.3
Retention ratio*	.810	.843	.804	.805	.853	.854	.944	.944

* Proportion of original starting transfer class of students who have graduated or who are still enrolled at the college.

Comparison of Harper Transfers With Other Students
at University of Illinois - Champaign (continued)

	Progress After Third Semester at University of Illinois - Champaign											
	Harper Transfers			Community College Transfers			4-Year College Transfers			Continuing Native Junior Students		
	1976 Class	1977 Class	1978 Class	1976 Class	1977 Class	1978 Class	1976 Class	1977 Class	1978 Class	1976 Class	1977 Class	1978 Class
Number re-enrolled	33	45	29	518	584	542	399	528	485	3869	3624	3509
Pre-transfer GPA	4.12	4.13	4.31	4.26	4.26	4.30	4.19	4.19	4.22	4.06	4.05	4.03
3rd semester GPA	3.85	3.70	4.08	3.88	3.85	3.92	4.09	3.99	4.06	4.14	4.11	4.07
PCT clear	81.8	73.4	86.2	82.6	82.0	86.4	88.0	85.8	87.2	86.3	86.9	84.7
PCT dropped	6.1	11.1	0	3.9	3.4	2.6	.7	1.7	1.9	.8	.7	1.1
PCT on probation	12.1	13.3	0	7.5	9.6	6.6	5.0	5.9	4.3	3.1	3.7	4.9
PCT withdrawn	0	2.2	10.3	3.9	2.8	3.1	1.0	1.5	2.7	.9	1.2	1.6
PCT graduated	0	0	3.5	2.1	2.2	1.3	5.3	5.1	3.9	8.9	7.5	7.7
Retention ratio*	.738	.765	.743	.714	.725	.738	.812	.791	.825	.899	.903	.892

	Progress After Fourth Semester at University of Illinois - Champaign							
Number re-enrolled	30	39	478	540	372	484	3450	3229
Pre-transfer GPA	4.12	4.15	4.27	4.27	4.19	4.20	4.08	4.07
4th semester GPA	3.90	3.96	3.98	3.96	4.09	4.07	4.13	4.11
PCT clear	53.4	66.7	37.6	43.3	42.5	55.4	19.0	21.2
PCT dropped	3.3	0	2.1	3.5	2.2	1.2	.9	1.1
PCT on probation	3.3	5.1	5.0	4.8	4.0	2.7	2.0	2.1
PCT withdrawn	0	0	1.5	1.7	1.3	1.4	.6	.7
PCT graduated	40.0	28.2	53.8	46.7	50.0	39.3	77.5	74.9
Retention ratio*	.690	.765	.705	.695	.788	.772	.884	.878

* Proportion of original starting transfer class of students who have graduated or who are still enrolled at the college.

Comparison of Grades Earned at University of Illinois - Champaign in Various Academic Fields: Harper Transfer Students vs. Other Transfer Students and Native Juniors

Academic Area	GPA Earned During the Falls of 1978 and 1979							
	Harper		Other Community Colleges GPA	Four-Year Colleges GPA	Native Juniors GPA	Difference Harper Minus Other Community Colleges	Difference Harper Minus 4-Year Colleges	Difference Harper Minus Native Juniors
	Number of Hours	GPA						
Biological Sciences	81	3.94	3.46	3.81	3.96	+.48	+.13	-.02
Business	225	4.06	3.79	3.93	3.94	+.27	+.13	+.12
Foreign Languages	96	3.97	3.80	4.05	4.17	+.17	-.08	-.20
Social Sciences	293	3.87	3.77	4.03	4.08	+.10	-.16	-.21
Agriculture	78	3.97	3.92	4.09	4.12	+.05	-.12	-.15
English and Humanities	115	4.03	4.00	4.15	4.26	+.03	-.12	-.23
Education	29	4.50	4.52	4.54	4.71	-.02	-.04	-.21
Mathematics	177	3.32	3.36	3.60	3.69	-.04	-.28	-.37
Fine and Applied Arts	107	4.08	4.17	4.30	4.32	-.09	-.22	-.24
Physical Sciences	161	3.28	3.46	3.71	3.87	-.18	-.43	-.59
Engineering	448	3.49	3.82	4.05	4.01	-.33	-.56	-.52

Performance of Harper Transfer Students at Northeastern Illinois University

	N	Average	PCT
Number who have transferred between fall 1977 and spring 1979	100		
GPA at Northeastern	94	4.13	
Harper transfers who have under C average there	4		4.3
Credit hours earned at Northeastern	100	16.645	
Harper transfers earning less than 12 hours at Northeastern	40		40
Credit hours earned toward degree	100	68.085	
Those earning less than 12 hours	5		5
12-23 hours	4		4
24-35 hours	7		7
36-47 hours	4		4
48-59 hours	11		11
60-89 hours	49		49
90-119 hours	16		16
120 hours and more	4		4
Class level of Harper transfers spring 1979	100		100
Freshman	10		10
Sophomore	18		18
Junior	49		49
Senior	16		16
Beyond senior level	5		5
Non-degree student	2		2
Status of Harper transfers spring 1979	100		100
Not enrolled, but student had non-degree intent	2		2
Not enrolled spring 1979	31		31
Enrolled spring 1979	62		62
Graduated	5		5

Comparison of Four Year Performance of 1973 Harper Transfer Students at University of Illinois - Circle With Other Transfer Students and Native Juniors

	Harper Transfers	Community College Transfers	4-Year College Transfers	Native Junior
Original 1973 entering class	50	1317	1249	1551
Pre-transfer GPA	3.70	3.73	3.59	3.69
Mean first term GPA	3.60	3.26	3.65	3.68
Percent graduating in four years	42.0	29.2	31.6	65.7
Percent enrolled on clear status	2.0	2.3	3.7	3.2
Percent enrolled on probation status	0	.5	.7	.6
Percent dropped	12.0	16.1	9.1	6.9
Percent withdrawn	10.0	18.0	15.0	18.8
Percent who left on probation status	12.0	11.1	8.2	-
Percent who left on clear status	22.0	22.8	31.7	4.8
Retention ratio	.44	.320	.360	.696

Harper Transfer Student Academic Progress at Northern Illinois University as of Spring 1980 - Targeted Groups

	Students Who First Entered NIU Fall 1976			Students Who First Entered NIU Fall 1978			Students Who First Entered NIU Fall 1979		
	N	Average	PCT	N	Average	PCT	N	Average	PCT
Number of original target transfers	179		100	207		100	175		100
Graduated	110		61.4	47		22.7	0		0
Enrolled spring 1980 on clear status	10		5.6	85		41.0	136		77.7
Enrolled spring 1980 on probation	1		.6	5		2.4	11		6.3
Withdrew during a term	4		2.2	2		1.0	1		.6
Failed to return while on clear status	29		16.2	28		13.5	15		8.6
Failed to return while on probation	13		7.3	14		6.8	2		1.1
Dismissed	12		6.7	26		12.6	10		5.7
Retention ratio		.676			.662			.840	
GPA of Harper transfers enrolled in the spring 1980 semester		2.76			2.78			2.69	
GPA of all community college transfers enrolled in the spring 1980 semester		2.74			2.79			2.64	
GPA of Harper transfers who were not enrolled spring 1980 semester		2.73			2.19			2.11	
GPA of all Harper transfers at Northern Illinois University		2.74			2.66			2.68	

Summary of Harper Transfer Baccalaureate Graduates at Northern Illinois University

Term	Total Number Baccalaureates			Number of Honor Graduates				GPA at NIU		
	Males	Females	Total	Males	Females	Total	PCT	Males	Females	Ave.
Spring 1978	53	42	95	5	4	9	9.5	2.92	3.11	3.01
Summer 1978	10	5	15	1	0	1	6.7	2.59	2.83	2.68
Subtotal	63	47	110	6	4	10	9.1	2.87	3.08	2.96
Summer 1979	9	5	14	1	0	1	7.1	2.65	2.58	2.63
Fall 1979	22	20	42	2	2	4	9.5	2.84	3.20	3.00
Spring 1980	34	48	82	2	8	10	12.2	2.90	2.98	2.95
Subtotal	65	73	138	5	10	15	10.9	2.85	3.01	2.93
Grand total	128	120	248	11	14	25	10.1	2.86	3.04	2.94

Distribution of Length of Time Taken to Graduate at Northern Illinois University by Harper Transfer Students

Number of Years	Summer & Spring 1978 Graduates		1979-1980 Graduates		Total	
	N	PCT	N	PCT	N	PCT
16	0	0	1	.7	1	.4
15	1	.9	0	0	1	.4
10	0	0	1	.7	1	.4
9	0	0	1	.7	1	.4
5	5	4.6	3	2.2	8	3.2
4½	1	.9	2	1.5	3	1.2
4	10	9.1	8	5.8	18	7.3
3½	3	2.7	4	2.9	7	2.8
3	32	29.1	26	18.8	58	23.4
2½	14	12.7	7	5.1	21	8.5
2	43	39.1	69	50.0	112	45.2
1½	1	.9	8	5.8	9	3.6
1	0	0	7	5.1	7	2.8
½	0	0	1	.7	1	.4
Total	110	100	138	100	248	100
Average length of time	2.85 years		2.59 years		2.71 years	
Median Length of time	2.79 years		2.27 years		2.46 years	
Students who took more than 2 years	66	60.0	53	38.4	119	48.0
Students who took more than 4 years	7	6.4	8	5.8	15	6.0

Harper Transfer Student Academic Achievement at Northern Illinois University as Compared to Other Transfer Students and Native Students

	Harper Transfers		Community College Transfers		4-Year College Transfers		Native Students		Total	
Calendar Year 1978	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
All students	1,195	2.70	9,812	2.71	4,738	2.81	18,429	2.69	32,979	2.71
Seniors	643	2.81	5,243	2.80	2,648	2.87	5,089	2.83	12,980	2.82
Juniors	371	2.44	3,116	2.52	1,290	2.68	3,646	2.69	8,052	2.65
Sophomores	152	2.34	1,136	2.34	673	2.55	4,584	2.53	6,393	2.51
Freshmen	29	2.16	317	2.24	127	2.43	5,110	2.29	5,554	2.29
Students enrolled fall 1978	599		4,774		2,193		9,528		16,495	
Academic Year 1979-1980										
All students	1,344	2.68	10,547	2.70	4,988	2.82	20,387	2.69	35,922	2.71
Seniors	692	2.77	5,689	2.77	2,812	2.86	5,390	2.80	13,891	2.80
Juniors	448	2.55	3,240	2.57	1,321	2.74	3,939	2.71	8,500	2.68
Sophomores	172	2.31	1,258	2.42	698	2.58	5,585	2.58	7,541	2.57
Freshmen	32	2.34	360	2.37	157	2.32	5,473	2.26	5,990	2.26
Students enrolled fall 1979	617		4,775		2,167		9,894		16,836	

Comparative Numbers of Transfer Students Attending Northern Illinois University From Harper and Other Illinois Community Colleges

Term	All Illinois Community Colleges			Harper					
				New		Continuing		Total	
	New	Continuing	Total	N	PCT of All Illinois Community Colleges	N	PCT of All Illinois Community Colleges	N	PCT of All Illinois Community Colleges
Spring 1978				44		427		471	
Summer 1978	74	1,092	1,166						
Fall 1978	1,637	3,137	4,774	223	13.6	379	12.1	602	12.6
Spring 1979				60		522		582	
Summer 1979	71	1,157	1,228	7	9.9	138	11.9	145	11.8
Fall 1979				193		419		612	
Spring 1980				51		532		583	

Number of Transfers From Illinois Community Colleges at Northern Illinois University

Community Colleges	Fall 1975	Fall 1976	Fall 1977	Fall 1978	Fall 1979	Growth 1975-1979
DuPage County Community College	502	532	610	645	670	+33.5
William Rainey Harper College	491	541	587	602	612	+24.6
Kishwaukee Community College	346	332	327	380	396	+14.5
Rock Valley Community College	435	414	378	366	322	-26.0
Elgin Community College	288	247	253	289	291	+1.0
Lake County Community College	172	163	191	245	280	+62.8
Waubonsee Community College	196	225	228	259	271	+38.3
Oakton Community College	196	188	215	207	222	+13.3
Triton Community College	264	251	244	236	213	-19.3
All Community Colleges in Illinois	4566	4536	4632	4773	4719	+3.4

APPENDIX

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

OFFICE OF PLANNING AND INSTITUTIONAL RESEARCH
March 21, 1980

Dear Alumnus:

We are following every alumnus (48 hours of more) of Harper. We would like to know what you are now doing and your evaluation of Harper. We would like to secure this information again in three and five years after you leave Harper. In order for Harper to properly evaluate itself and maintain itself as a quality institution, it is essential to have good information on its former students. Any information you supply will be kept strictly confidential among appropriate college administrators.

We will greatly appreciate your response to this questionnaire. A self-addressed stamped envelope is enclosed for your convenience.

Sincerely,

John A. Lucas

John A. Lucas
Director

Enclosure

HARPER COLLEGE ALUMNI FOLLOW-UP QUESTIONNAIRE

Please give a permanent address where you can always be reached

_____

_____

This questionnaire contains the following sections: General Status, Employment, Present Education and Evaluation of Your Experience at Harper.

Read the following items carefully and for each mark a check (✓) on the line beside the most appropriate alternative. Mark only one alternative per item unless otherwise stated.

General Status

I. Please check (✓) major field while at Harper.

_____ 1. Architecture
_____ 2. Art
_____ 3. Biological Science
_____ 4. Business
_____ 5. Communications
_____ 6. Education
_____ 7. Engineering
_____ 8. Humanities and Liberal Arts
_____ 9. Mathematics
_____ 10. Music
_____ 11. Physical Education
_____ 12. Physical Science
_____ 13. Pre-Law
_____ 14. Pre-Medical
_____ 15. Psychology
_____ 16. Other Social Science

II. What is your present status?

_____ 1. I am employed full-time but am not enrolled in college.
_____ 2. I am employed full-time and am enrolled in college part-time.
_____ 3. I am employed full-time and am enrolled in college full-time.
_____ 4. I am enrolled in college full-time and am employed part-time.
_____ 5. I am enrolled in college full-time but am not employed.
_____ 6. I am enrolled in college part-time and employed part-time.
_____ 7. I am employed part-time but am not enrolled in college.
_____ 8. I am enrolled in college part-time but not employed.
_____ 9. I am in the Armed Forces.
_____ 10. I am unemployed and not enrolled in college but am seeking employment.
_____ 11. I am a housewife not employed nor enrolled in college.
_____ 12. I am not employed nor enrolled in college for some other reason such as illness or in transition, etc.

III. What are your present educational goals?

_____ 1. I am presently enrolled full-time in a college or university. (This includes Harper)
_____ 2. I am presently enrolled part-time in a college or university. (This includes Harper)
_____ 3. I plan within the next year to return to college.
_____ 4. I plan to return to college some day.
_____ 5. I am presently enrolled in a specific training program.
_____ 6. I have no plans at present to continue my education.
_____ 7. My educational plans are unknown at this point.

IV. Did you graduate from Harper?

_____ 1. Yes, with AA degree
_____ 2. Yes, with AS degree
_____ 3. Yes, with AAS degree
_____ 4. Yes, with ALS degree
_____ 5. Yes, with a combination of degrees
_____ 6. Yes, with certificate
_____ 7. No

V. If you did not receive a degree from Harper, indicate why you didn't Check (✓) the one most appropriate reason.

_____ 1. I am still enrolled at Harper
_____ 2. I have moved
_____ 3. Family responsibilities
_____ 4. Job demand
_____ 5. New job opportunity
_____ 6. Personal problems
_____ 7. I saw no relationship between the courses and my personal, occupational or educational goals.
_____ 8. Personal financial problems
_____ 9. Marriage
_____ 10. Teachers were ineffective
_____ 11. Transportation problems
_____ 12. Illness
_____ 13. Problem in financing further education at Harper
_____ 14. I had taken all courses I originally wanted to take
_____ 15. Harper offered no further courses I wanted
_____ 16. Entering military
_____ 17. My educational goals were not defined
_____ 18. I wasn't challenged
_____ 19. I preferred transferring to another college
_____ 20. Wasn't given proper guidance
_____ 21. Had no interest in obtaining an associate degree
_____ 22. Other (specify)
_____

EMPLOYMENT

If you are employed full time or part time, please answer the following items.

VI. How would you classify your present occupation?

_____ 1. Social or religious
_____ 2. Educational
_____ 3. Legal, governmental or political
_____ 4. Sales
_____ 5. Business or finance
_____ 6. Scientific
_____ 7. Engineering or related technology
_____ 8. Retail store sales
_____ 9. Medical fields
_____ 10. Arts or humanities
_____ 11. Trades
_____ 12. Factory semi-skilled
_____ 13. Office or clerical
_____ 14. Food service
_____ 15. Transportation
_____ 16. Agricultural or environmental
_____ 17. Other (specify)
_____

VII. How related is your present job to your major field at Harper?

_____ 1. They are identical
_____ 2. They are closely related
_____ 3. They are somewhat related
_____ 4. They are not related

VIII. Which of the following items best describes your employment status?

_____ 1. Unskilled labor
_____ 2. Semi-skilled labor
_____ 3. Technician, skilled labor or foreman
_____ 4. Beginning professional
_____ 5. Experienced professional or second line supervision
_____ 6. Creative scientist or researcher or upper middle management
_____ 7. Vice-president level or higher

IX. What is your salary range? (Answer only if you are employed full-time)

_____ 1. Under $3,328 per year or under $1.60 per hour
_____ 2. $3,328 - $4,159 per year or $1.60 - $1.99 per hour
_____ 3. $4,160 - $4,999 per year or $2.00 - $2.39 per hour
_____ 4. $5,000 - $6,999 per year or $2.40 - $3.36 per hour
_____ 5. $7,000 - $8,999 per year or $3.37 - $4.32 per hour
_____ 6. $9,000 - $9,999 per year or $4.33 - $4.80 per hour
_____ 7. $10,000 - $11,999 per year or $4.81 - $5.76 per hour
_____ 8. $12,000 - $14,999 per year or $5.77 - $7.20 per hour
_____ 9. $15,000 - $19,999 per year or $7.21 - $9.61 per hour
_____10. $20,000 - $24,999 per year or $9.62 - $12.02 per hour
_____11. $25,000 - $30,000 per year or $12.03 - $14.42 per hour
_____12. Over $30,000 or over $14.42 per hour

X. Where is your job located?

_____ 1. Downtown Chicago
_____ 2. Outer fringes of Chicago city limits
_____ 3. Northwestern Suburban Area (Barrington, Hoffman Estates, Schaumburg, Palatine, Rolling Meadows, Arlington Heights, Mt. Prospect, Prospect Heights, Wheeling, Buffalo Grove, Elk Grove)
_____ 4. Outer Chicago area suburbs
_____ 5. Within 40 to 100 miles of Harper College
_____ 6. 100 to 500 miles from Harper
_____ 7. More than 500 miles from Harper

XI. How well did Harper prepare you for your job? Check (✓) the appropriate column by each item.

Preparation	Harper helped me considerably	Harper helped me somewhat	Harper did not help me at all
Specific job knowledge	_____	_____	_____
Technical job skills	_____	_____	_____
Communication skills	_____	_____	_____
Managerial skills	_____	_____	_____
Maturity	_____	_____	_____
Other (specify)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

XII. How did you find your job? Check (✓) one.

_____ 1. The Placement Office helped me find it.
_____ 2. The coordinator of my program helped my find it.
_____ 3. Another faculty member helped me.
_____ 4. A friend or relative helped me.
_____ 5. Newspaper ads
_____ 6. Placement test
_____ 7. Employment agency
_____ 8. State job service
_____ 9. Found my job through another source (specify)_____
_____10. I found my job all on my own.
_____11. I am working on the same job which I had since I first enrolled at Harper.

EDUCATION

If you are currently enrolled in college full time or part time, please answer the following items.

XIII. Which college or university are you enrolled in?

_____ 1. Northern Illinois
_____ 2. University of Illinois-Circle
_____ 3. University of Illinois - Champaign
_____ 4. Western Illinois
_____ 5. Southern Illinois
_____ 6. Harper
_____ 7. Illinois State
_____ 8. Loyola
_____ 9. Roosevelt
_____ 10. Northeastern Illinois
_____ 11. Eastern Illinois
_____ 12. Elmhurst
_____ 13. DePaul
_____ 14. University of Wisconsin - Madison
_____ 15. University of Arizona
_____ 16. Arizona State University
_____ 17. Other (specify)
_____

XIV. Which of the following best describes your status?

_____ 1. Freshman
_____ 2. Sophomore
_____ 3. Junior
_____ 4. Senior
_____ 5. Graduate
_____ 6. Professional school
_____ 7. Other (specify)
_____

XV. What is your major field presently?

_____ 1. Agriculture and Conservation
_____ 2. Architecture
_____ 3. Art
_____ 4. Biological Science
_____ 5. Business
_____ 6. Education
_____ 7. Engineering
_____ 8. English-Literature-Speech
_____ 9. Home Economics
_____10. Humanities and Liberal Arts
_____11. Language
_____12. Law
_____13. Math
_____14. Medical Field
_____15. Music
_____16. Physical Education
_____17. Physical Science
_____18. Psychology
_____19. Other Social Science
_____20. Journalism
_____21. Computer Science
_____22. Food Service
_____23. Other (specify)
_____

XVI. How related is your present major to your major at Harper?

_____ 1. They are identical
_____ 2. They are closely related
_____ 3. They are somewhat related
_____ 4. They are not related

XVII. What portion of the courses which you took at Harper were you able to transfer? If you don't know for sure, make the best guess you can.

_____ 1. 0-20%
_____ 2. 20-40%
_____ 3. 40-60%
_____ 4. 60-80%
_____ 5. 80-90%
_____ 6. All but 2 or 3 courses
_____ 7. All but 1 course
_____ 8. Transferred all courses

XVIII. What is your approximate cumulative grade point average on a 4.0 basis at the college you now attend? Check (✓) the closest GPA.

"A"

_____ 4.0 _____ 3.8 _____ 3.6 _____ 3.4 _____ 3.2

"B"

_____ 3.0 _____ 2.8 _____ 2.6 _____ 2.4 _____ 2.2

"C"

_____ 2.0 _____ 1.8 _____ 1.6 _____ 1.4 _____ 1.2

"D"

_____ 1.0

At your present college, have you participated in any honors programs or honor society which you feel are of benefit to you and perhaps should be offered at Harper? If so, please describe.

_____

_____

XIX. How much does it cost you or your family per year to attend your present college? Include tuition, books, room and board, and personal expenses.

_____ 1. Less than $500
_____ 2. $ 500 - $1,000
_____ 3. $1,000 - $1,500
_____ 4. $1,500 - $2,000
_____ 5. $2,000 - $2,500
_____ 6. $2,500 - $3,000
_____ 7. $3,000 - $4,000
_____ 8. $4,000 - $5,000
_____ 9. Over $5,000

Did anything that happened to you at Harper stand out as making the transfer to your present college easier or more difficult? This may include courses taken or not taken, advice or counseling given, difficulty or grading of courses, or any other service received at Harper. If so, please describe.

_____

_____

_____

Evaluation Items

Please note the following aspects of college as you knew them while at Harper College. Place the appropriate number on the blank preceding the aspect.

1. Excellent
2. Very good
3. Average
4. Borderline effectiveness
5. Poor or ineffective
* (Please check (✓) if you have no basis for rating the aspect)

	Harper	College Now Attending other than Harper (If any)	
XX.	_____	_____	Teaching faculty
XXI.	_____	_____	Course selection
XXII.	_____	_____	Admissions program
XXIII.	_____	_____	Records and registration
XXIV.	_____	_____	Student activities (lectures, concerts, films, clubs, social events, student government, student publications, game area)
XXV.	_____	_____	Counseling
XXVI.	_____	_____	Placement
XXVII.	_____	_____	Financial Aid
XXVIII.	_____	_____	Health Service
XXIX.	_____	_____	Intercollegiate athletics
XXX.	_____	_____	Food Service
XXXI.	_____	_____	Intramurals
XXXII.	_____	_____	Learning Resources Center
XXXIII.	_____	_____	Learning atmosphere
XXXIV.	_____	_____	Other students
XXXV.	_____	_____	Veterans Office
XXXVI.	_____	_____	Tutor services or study skill improvement courses

XXXVII. Which courses taken at Harper have been of most benefit to you on the job, in college, or in the community? Check (✓) all those that apply.

_____ 1. Architecture
_____ 2. Art
_____ 3. Biology
_____ 4. Career Planning & Development
_____ 5. Child Development
_____ 6. Data Processing
_____ 7. Education
_____ 8. English
_____ 9. General business
_____ 10. History
_____ 11. Human Potential Seminar
_____ 12. Math
_____ 13. Mechanical Engineering
_____ 14. Philosophy
_____ 15. Physical Science
_____ 16. Physical Education
_____ 17. Political Science
_____ 18. Sociology
_____ 19. Speech
_____ 20. Psychology
_____ 21. Secretarial Science
_____ 22. Humanities
_____ 23. Foreign Languages
_____ 24. Economics
_____ 25. Literature

XXXVIII. Which courses taken at Harper have been of least benefit to you on the job, in college, or in your community? Check (√) all those that apply.

_____ 1. Architecture
_____ 2. Art
_____ 3. Biology
_____ 4. Career Planning & Development
_____ 5. Child Development
_____ 6. Data Processing
_____ 7. Education
_____ 8. English
_____ 9. General business
_____ 10. History
_____ 11. Human Potential Seminar
_____ 12. Math
_____ 13. Mechanical Engineering
_____ 14. Philosophy
_____ 15. Physical Science
_____ 16. Physical Education
_____ 17. Political Science
_____ 18. Sociology
_____ 19. Speech
_____ 20. Psychology
_____ 21. Secretarial Science
_____ 22. Humanities
_____ 23. Foreign Languages
_____ 24. Economics
_____ 25. Literature

XXXIX. Are there courses which, had they been included in your curriculum, would have benefited you now on your job, in college, or in your community?

_____

_____

_____

XL. Was the Learning Resources Center (first and second floor, F Bldg.) of help to you while attending Harper? Check (√) those that apply.

_____ 1. I very seldom or never used the Center.
_____ 2. I found the Center a good place to study.
_____ 3. It was easy to find and check out almost all the books I needed.
_____ 4. The audiovisual material available in the media section was very helpful.
_____ 5. I had trouble getting much of the material I needed. (Explain)_____

_____

_____ 6. Other _____

_____

_____

ACADEMIC COMPUTER USAGE

XLI. Have you ever used the main computer using batch programs in Building A?

_____ 1. Yes
_____ 2. No

If you have, did you ever have any problems using the computer or getting good turnaround time?

_____ 1. Yes
_____ 2. No

If yes, explain:_____

_____

XLII. Have you ever used the instructional computer terminals in Building D?

_____ 1. Yes
_____ 2. No

If you have, did you ever have problems getting access to the computer or have any problems using the terminal?

_____ 1. Yes

_____ 2. No

If yes, explain:_____

_____

XLIII. Has using the computer or the terminals helped you in your present situation?

_____ 1. Yes, it has helped me (explain)_____

_____

_____ 2. No, it has not helped me (explain)_____

_____

_____ 3. I didn't use the computer or terminals at Harper.

STUDENT GOALS & SERVICES

XLIV. How many times did you change your educational or vocational goals as a result of attending Harper?

_____ 1. More than one major change.
_____ 2. One major change.
_____ 3. Made only minor change(s)
_____ 4. I am not sure I made a change.
_____ 5. Never

Also, if you made changes, check (✓) what services you used in making this change?

_____ 1. Counseling
_____ 2. Career Library
_____ 3. Placement Office (Career Development Center) or Job Service
_____ 4. Talk with faculty
_____ 5. Talk with friends or relatives
_____ 6. Specific course helped me
_____ 7. Magazine articles and job opportunity ads
_____ 8. Other (specify)_____
_____ 9. I made decision all by myself without help

XLV. Check which student activities or non-classroom experiences were of most benefit to you? If not applicable, leave blank. Do not consider counseling.

_____ 1. Guest speakers
_____ 2. Concerts
_____ 3. Films
_____ 4. Clubs
_____ 5. Intramural sports
_____ 6. Varsity athletics
_____ 7. Harbinger
_____ 8. Radio station WHCM
_____ 9. Human Potential seminars
_____ 10. Mini courses
_____ 11. Other (specify)
_____

XLVI. Check which student activities or non-classroom experiences at Harper were of least benefit to you? If not applicable, leave blank. Do not consider counseling.

_____ 1. Guest speakers
_____ 2. Concerts
_____ 3. Films
_____ 4. Clubs
_____ 5. Intramural sports
_____ 6. Varsity athletics
_____ 7. Harbinger
_____ 8. Radio
_____ 9. Human Potential seminars
_____ 10. Mini courses
_____ 11. Other (specify)
_____

XLVII. How do you feel about the academic advising you received at Harper? Check (✓) those appropriate

_____ 1. I saw a counselor only as required at registration.
_____ 2. I needed academic advice but did not ask for it.
_____ 3. I readily received help from a counselor.
_____ 4. I had trouble getting the counseling help I needed.
Explain: _____
_____
_____ 5. The advising I received from a counselor was not very helpful to me . Explain: _____
_____
_____ 6. The advising I received from a counselor was very helpful to me.
Explain: _____
_____
_____ 7. I received helpful advice from a faculty member.
_____ 8. I received advice from a faculty member that was not helpful.
Explain: _____
_____

XLVIII. How do you feel about the Financial Aid office? Check (✓) those appropriate.

_____ 1. I didn't require or qualify for any financial aid.
_____ 2. I might have qualified for financial aid but I never got around to applying for it.
_____ 3. I applied for financial aid but was turned down. I was very dissatisfied with the operation of the Financial Aid office.
_____ 4. I applied for financial aid but was turned down. However, I was reasonably satisfied with the performance of the office of Financial Aid.
_____ 5. I received financial aid but I was not satisfied with the performance of the Financial Aid office.
_____ 6. I received financial aid and was very satisfied with the performance of the Financial Aid office.
_____ 7. The Financial Aid office at Harper helped me secure financial aid at the institution I am now attending.

XLIX. Make any other comments you wish to make concerning Harper College.

_____

_____

_____

Harper Experiences

L. How many hours did you work per week while attending Harper?

_____ 1. I did not work
_____ 2. 1 to 5 hours
_____ 3. 6 to 10 hours
_____ 4. 11 to 15 hours
_____ 5. 16 to 20 hours
_____ 6. 21 to 25 hours
_____ 7. 26 to 30 hours
_____ 8. Over 30 hours

LI. How would you describe this work?

_____ 1. It was identical to what I am now doing.
_____ 2. It was related or beneficial to what I am now doing.
_____ 3. It was of little benefit to what I am now doing except that it helped pay my way through college.

LII. How many hours per week did you spend in student activities or non-classroom experiences such as student publications, government, clubs, etc? Check (✓) one alternative.

_____ 1. I did not participate
_____ 2. 1 to 3 hours per week
_____ 3. 4 to 7 hours per week
_____ 4. 8 to 12 hours per week
_____ 5. Over 12 hours per week

LIII. How many hours per week did you spend informally - such as in bull sessions, in the cafeteria or lounge, playing cards or pool, etc? Check (✓) one alternative.

_____ 1. Less than one hour
_____ 2. 1 to 6 hours
_____ 3. 7 to 12 hours
_____ 4. 12 to 20 hours
_____ 5. Over 20 hours